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ABSTRACT

The final report of a state-funded project to improve instruction in critical foreign languages in the southeast quadrant of Missouri gives a detailed description of the project and its results. The project included establishment of a foreign language information clearinghouse to (1) collect demographic data about the breadth and depth of foreign language instruction in the region, (2) collect bibliographic data about the variety of instructional materials and curriculum development aids, and (3) conduct inservice workshops for small and large groups of teachers. In addition, it created a consortium including Southeast Missouri State University, private and public high schools in the university's designated 25-county service area, a university library, and a regional professional association. Appendices, the bulk of the report, include the proposal, FLIC (Foreign Language Information Clearinghouse) newsletters, survey and evaluation forms, and resource listing. A separate addendum contains further evaluative data on the project's results for participating educators and on the perceived value to clearinghouse patrons of the instructional materials collected in the course of the project. (MSE)

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THE EDUCATION FOR ECONOMIC SECURITY ACT

FINAL REPORT

PROGRAM CATEGORY B -- COOPERATIVE

Foreign Language Information Clearinghouse

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Final Report Submitted:

November 30, 1986

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Prologue: Background Information

In July, 1985, faculty and staff members of Southeast Missouri State University (SEMO) in Cape Girardeau responded to a "Grant Application Announcement" from the Coordinating Board for Higher Education (CBHE) for funds from P.L. 98-377, Title II, the Education for Economic Security Act Category B to improve student understanding and perfomance in science, mathematics, and critical foreign languages. The proposal sought seed money to address clear and pressing needs for improved instruction in critical foreign languages in the southeast quadrant of Missouri (a copy of the proposal is included herein in Appendix A). A three-faceted Foreign Language Information Clearinghouse (FLIC) was proposed to address those needs. Specifically, the proposed Project would (1) collect "demographic" data about the breadth and depth of foreign language instruction in the region, (2) collect "bibliographic" data about the variety of instructional materials and curriculum development aids, and (3) conduct workshops for small and large groups of in-service teachers to fill a void in pedagogical training for practicing classroom teachers of foreign languages.

The proposal included a consortial arrangement among (1) Southeast Missouri State University, (2) private and public secondary schools in the University's designated 25-county service area, (3) a university library, and (4) a regional professional association. Project participants included:

Table One

Project Participants

--Dr. Richard L. King, Coordinator, Curriculum Services, Department of Elementary and Secondary Education, Jefferson City
--Dr. Michael Silver, then Assistant Superintendent for Curriculum and Instruction, Parkway School District, St. Louis
--Mr. Victor C. Peper, Superintendent, Lutheran Association for Higher Education, St. Louis
--Dr. John C. McMullan, Superintendent, Kennett Public Schools, Kennett
--Dr. Sam Harbin, Superintendent, Sikeston Public Schools
--Sister Miriam Wesselmann, SSND, Principal, Notre Dame High School, Cape Girardeau
--Mr. Robert L. Tucker, Superintendent, Reorganized School District R-6, Festus
--Dr. Robert O. Moulton, Superintendent, Poplar Bluff Public Schools, Poplar Bluff
--Dr. Edward Hillhouse, Assistant Superintendent, Meramec Valley R-III School District, Pacific
--Dr. James K. Zink, Director, Kent Library, Southeast Missouri State University, Cape Girardeau
--Ms. Sergia Pecaut, then President, Southeast Missouri Foreign Language Teachers Association

In October, 1985, the proposed Project Director, Dr. Leon C. Book, then Associate Professor of Clinical Education and Foreign Languages, received notification from the fundor that the proposal had been funded. The proposal requested $38,649 total budget for fiscal year 1986, but only $26,952 was requested from the CBHE. The remainder of the budget was provided by the University, the administration of which expressed and provided enthusiastic support for both the proposal and the realized Project. The Director began immediately to secure office space, furnishings, and other logistical needs to implement the Project.

Although funding for the Project began in early October, 1985, the Project was not actively implemented until mid-November, for logistical reasons, primarily centering on difficulties in finding space to locate the Clearinghouse office. Through the cooperation of several University administrators and especially the Project Director's colleagues in the University (laboratory) Schools, office space was secured and furnished. A secretary was recruited and hired in late November, and she began her duties on December 1, 1985, some two months later than anticipated. Similarly, a research assistant was recruited and hired in December, and he began his assignment in January, 1986. Local budgeting procedures were implemented in late November so that funds could be encumbered and spent as needed and appropriate. The final Project staff included:

Table Two

Final Project Staff

--Project Director	Dr. Leon C. Book
--Project Secretary	Ms. Barbara Sebaugh
--Research Assistant	Mr. David Maginel
--Project Consultant	Dr. Lloyd Klinedinst
--Lead Teachers	Dr. Daniel MacLeay
	Dr. Lloyd Klinedinst

In March, 1986, the Project Director responded to the CBHE's "Grant Application Announcement II", seeking matching funds to purchase computer hardware and software designed to enhance and improve Project services. The proposal had the enthusiastic support of the sponsoring institution's administration, but unfortunately, the proposal was not

approved by the fundor. (This supplementary proposal is included herein as Appendix B.)

In June, 1986, the Project Director submitted a third proposal requesting an extension of the time frame for the Project (see Appendix C). Through the fault of no one, the project had been delayed some six to eight weeks in implementation, primarily because of logistical problems in securing office space for Clearinghouse activities and in securing staff for the Project. No additional funds were requested from the CBHE. Rather, budget line items were proposed to be adjusted to reflect a more prudent and appropriate disbursement of funds. This proposal received a positive response from the fundor, and the Project was extended through August 31, 1986.

Finally, through correspondence with CBHE staff (particularly Research Associate Dr. Cynthia Phillips), the submission of this final report was delayed until November, 1986, to allow the Project Director to present the Project to Missouri's foreign language education community at the Annual Meeting of the Foreign Language Association of Missouri (FLAM) in October, 1986, in Hannibal. This presentation was well received, and indeed, has generated further interest in the Clearinghouse activites.

Needs Addressed and Grant Objectives

Needs

Some five needs were identified in the original proposal:

(1) There is no centrally located regional agency to which educational leaders may refer for information about foreign language instruction in general or about curriculum and materials development issues and/or their delivery systems in particular.

(2) No systematic study of the region has been made to determine the breadth and depth of foreign language offerings within public and private schools in the region. Concomitantly, no networking structure exists to inform teachers in one school what another school has done or is doing about given problems or situations.

(3) There is no central repository of instructional materials, pedagogical information, computer software and hardware information, or other such curriculum development aids.

(4) In-service training addressing the particular needs of foreign language teachers in the region is non-existant: no institution of higher education in the region offers workshops or coursework (credit-bearing or otherwise) in foreign language pedagogy.

(5) No Foreign Language Information Clearinghouse exists in Missouri that may serve as a model for other institutions of higher education.

Objectives

The original proposal enumerated four objectives to address these expressed needs, specifically:

(1) To serve as a focus for area foreign language teachers and their educational leaders, a "contact agency" staffed by personnel trained in foreign language education to assist such individuals with questions or concerns on a wide variety of issues in foreign language pedagogy. In consortium with LEAs in the region, to collect, maintain, and analyze data about the breadth and depth of foreign language education in the region,

and to disseminate through a computer databank such "demographic" data.

(2) In consortium with Southeast Missouri State University's Kent Library, to collect, catalog, and house a centrally located repository of a variety of instructional materials for hands-on examination by foreign language teachers and to disseminate "bibliographic" information about the collection through a computerized retrieval system.

(3) In consortium with LEAs and the Southeast District Foreign Language Teachers Association, to sponsor a series of workshops tailored to meet local and regional in-service needs for professioanl growth among the region's foreign language teachers.

(4) To serve as a model for other similar institutions of higher education in the state seeking to improve "outreach" activities to their service areas' public and private schools.

The results of the activites implemented to achieve each of these objectives are detailed subsequently. All Project activities were directed to the expressed goal of **improved classroom performance by teachers of critical foreign languages**.

Project Activities

Several project activities were directed at achieving the first objective of the Project:

(1) To serve as a focus for area foreign language teachers and their educational leaders, a "contact agency" staffed by personnel trained in foreign language education to assist such individuals with questions or concerns on a wide variety of issues in foreign language pedagogy. In consortium with LEAs in the region, to collect, maintain, and analyze data about the breadth and depth of foreign language education in the region, and to disseminate through a computer databank such "demographic" data.

Several activities served to publicize the Project and brought positive attention to Project efforts. The

University's office of News Services released several news items announcing the awarding of the grant, detailing the travels of the Project Director and the Project Consultant to national clearinghouses in Washington, D. C., announcing FLIC-sponsored workshops in local news media, publicizing subsequent grant activities within the Project, and other similar news releases. The Project Director made at least four presentations before groups of administrators, each arranged by a Project participant, as follows:

Table Three

Presentations to Administrators Groups

Location	Date
Sikeston	November 17, 1985
Hillsboro	January 8, 1986
Poplar Bluff	January 17, 1986
Sullivan	January 28, 1986

One primary message of these presentations was that the Clearinghouse could serve and desired to become the focus for area educational leaders for concerns and issues about foreign language education. These administrators were very receptive to the concepts presented, and throughout the Project, the Director received (and continues to receive) numerous calls from principals and from superintendents as well as from in-service teachers with inquiries either about foreign language education issues in general or about Clearinghouse activities in particular. Moreover, each of these presentations to administrators groups resulted in at least one on-site workshop for local foreign language teachers.

Another important Project activity that has brought and continues to bring positive recognition and attention to Clearinghouse activities is the periodic publication of the FLIC Newsletter, published four times during the funded period (copies are submitted herein in Appendix D). The newsletters served as a vehicle to publicize Clearinghouse activities, especially on-site workshops, to report results of Project activities such as the materials collection and survey results, and to provide information to in-service teachers on a variety of topics of interest to the foreign language education community. Feedback from readers gleaned at workshops and conferences and well as through correspondence has revealed a most positive reception to the Project Director's efforts in this regard.

The achievement of the objective of building a "demographic" data base began in the late winter of 1986 with the develoment and piloting of a questionnaire/survey designed to collect the desired information about the depth and breadth of foreign language instruction in the designated 25-county region. At least three drafts of the questionnaire were piloted among local foreign language teachers and descriptive research experts. Then, in April, 1986, approximately 700 questionnaires (a reduced copy of which is included here in Appendix E) were mailed to public and private school teachers on the Clearinghouse mailing lists, seeking information about the depth and breadth of foreign language instruction in the region. Then, in May,

1986, a follow-up mailing was sent to those on the mailing lists who had not responded. Nearly 300 responses were received from teachers and/or administrators in area public and private schools. Responses continue to be received in the Project office, even as of this writing, and these added to the Clearinghouse demographic data base.

The initial mailing produced approximately 200 responses. A follow-up mailing produced more responses such that the demographic data base now contains valuable information on over 300 teachers and their programs representing at least 130 public and private schools. Plus, several private school administrators were kind enough to report that their schools do not offer foreign language, and some of these sought information on how to initiate a program in their schools.

Despite the rather disappointing return, several findings emerged from the survey, detailed subsequently. In sum, correspondents are a rather highly educated and experienced group of teachers. Across the 25-county service area, students are offered a surprisingly broad choice of languages, not limited to Spanish, French, and German, but also including Hebrew, Latin, Italian, Greek (no information whether that is "ancient" or "modern" Greek), Russian, Chinese, and even Arabic and Swahili. The numbers of students served by respondents totaled at least 16,299 in public schools and at least 3,721 in private schools at

grade levels from pre-kindergarten through college-level course offerings.

The following series of tables serves as summary of the data collected and gleaned from the surveys returned:

Table Four

Levels of Education

Level	Number of Teachers
Bachelors	32
Bachelors plus hours	69
Masters	41
Masters plus hours	78
Doctorate	9

Table Five

Public Schools Reporting Foreign Language Programs

by County

1. Bollinger - Woodland High School - Spanish - 3 yrs.

2. Butler - Poplar Bluff High School - French - 2 yrs. Spanish 3 yrs.
   Poplar Bluff Jr. High - Spanish - 2 yrs.
   Neelyville High School - Spanish - 1 yr.

3. Cape Girardeau - Central High School - Spanish 4, Fr. 4, Latin 3
   Central Jr. High - Spanish 4, Fr. 4, Latin 3
   Jackson Jr. High - Spanish 4, Fr. 4
   Jackson High School - Fr. 3-4, Spanish 2
   Schultz Middle School - Spanish 4, Fr. 4, Latin 3
   Oak Ridge High School - Spanish 2

4. Carter - Van Buren High School - Spanish 2, German 2

5. Crawford - Steelville High School - Fr. 3, German 2
   Cuba High School - Spanish 3, Fr. 2

6. Dent - Salem High School - Spanish 3

7. Dunklin - Kennett Jr. & Sr. High Schools - Spanish 6, Fr. 5
   Malden High School - Fr. 4
   Senath High School - Spanish 1 Program triples 86-87
   Clarkton High School - German 1
   Southland High School - Spanish 2

8. Franklin - Sullivan H.S. - Sp 2, Fr 2
Pacific Jr. H.S. - Sp 4
East Central College - Sp 4, German 4, Fr. 2
Washington H.S. - Sp 4, German 4
Union H.S. - German 4, Sp 4
St. Clair H.S. - Ger 4, Sp 4
Pacific Sr. H.S. - Fr. 4, Sp 4
New Haven H.S. - Fr 3

9. Gasconade - Owensville H.S. - Sp 2
Hermann H.S. - Ger 3

10. Iron - South Iron Co. H.S. - Fr. 1, Sp 1
Iron Co. HiS. - Sp 3

11. Jefferson - Herculaneum H.S. - Sp 4, Fr 4
Grandview H.S. - Fr 4
Fox H.S. - Sp 4, Fr 4, Ger 4
Festus HS - Fr 4, Sp 4
Hillsboro H.S. - Sp 4
Northwest HS. - Sp 4, Fr 4
De Soto HS - Fr 2, Sp 2
Festus Upper Elementary School - Sp 1
Windsor HS - Sp 2, Fr 2
North Jefferson Middle School - Sp 4, Fr 4

12. Madison - Fredericktown HS - Sp 4, Ger 3

13. Mississippi - East Prairie HS - Sp 3
Charleston HS - Sp 2, Fr 3

14. New Madrid - Portageville HS - Fr 4
Gideon HS - Fr 4
New Madrid Co. Central HS - Fr 4

15. Pemiscot - Caruthersville HS - Fr 4, Sp 2
North Pemiscot HS - Sp 2-3

16. Perry - Perryville HS - Ger 3, Sp 7, Fr 7

17. Reynolds - Ellington HS - Sp 2

18. Scott - Chaffee HS - Fr 3
Scott City HS - Sp 4-5
Kelly HS - Fr 2, Sp 2
Sikeston HS - Sp 4, Fr 4

19. St. Francois - Farmington HS - Fr 5, Sp 5
West Co. HS - Ger 3
North St. Francois Co. HS - Sp 4, Fr 4

20. St. Louis - Holman Middle School - Fr 4, Sp 4, Ger 2
Hazelwood Central - Fr 5, Sp 6, Ger 4
Affton Sr HS - Sp 4, Fr 4
Kirby Jr HS - Sp 4, Fr 3-4, Ger 3-4
Hazelwood East HS - Sp 4, Fr 4, Ger 3
Pattonville Sr HS - Sp 5, Fr 4, Ger 4
Parkway West Sr. HS - Fr 5, Ger 5, Sp 5, Latin 4, Hebrew 2
Webster Groves Sr HS - Fr 6, Sp 6, Ger 4, Latin 4
Ritenour HS - Ger 4, Sp 4, Fr 4
Kirkwood HS - Fr 5, Sp 5, Ger 4-5, Latin 3
Sperreng Middle School - Fr 6, Ger 6, Sp 6, Latin 2
Riverview Gardens HS - Fr 4, Ger 4, Sp 4
Pattonville Heights Middle School - Fr 5, Sp , Ger
Parkway North HS - Sp 5, Fr 5, Ger 5, Latin 5, Hebrew 4
Horton Watkins HS - Sp 5, Fr 5, Ger 4, Latin 5, Hebrew 2
Brentwood HS - Sp 5, Fr 5
Hancock HS - Ger 2, Fr 3
Bayless HS - Fr 3, Ap 3
Clayton HS - Fr 6, Sp 6, Latin 6, Ger 4, Hebrew 2
Hixson Jr HS - Fr 6, Sp 6, Ger 4, Latin 4
Parkway West Jr HS - Fr 5, Ger 5, Latin 5, Sp 5, Hebrew 4
Oakville Sr HS - Sp 4, Fr 4, Ger 4, Latin 3
Lindbergh HS - Sp 5, Fr 5, Ger 5, Russian 5, Latin 4
Parkway South HS - Latin 5, Fr 5, Sp 5, Ger 5, Hebrew 1
McCluer HS - Ger 4, Fr 6, Sp 6
University City HS - Sp 7, Fr 7, Latin 7, Ger 4
Brittany Woods Middle School - Fr 7, Sp 7, Latin 7, Ger 4
Parkway Central High - Fr 5, Sp 5, Ger 5, Latin 4, Hebrew 4
Lafayette HS - Sp 4, Fr 4, Ger 4
Parkway Central Jr HS - Fr 6, Sp 6, Ger 6, Latin 6
Parkway South Jr HS - Fr 5, Sp 5, Ger 5, Latin 5, Hebrew 2
Berkeley Sr HS - Sp 6, Fr 6
Vallley Park Jr & Sr HS - Sp 6
Cross Keys Middle School - Fr 6, Sp 6, Ger 4, Latin 2
Normandy Jr HS - Sp 2
Normandy Sr HS - Fr 4, Ger 4, Sp 4
Maplewood-Richmond Hts Sr HS - Ger 4, Sp 4
Mehlville Sr HS - Fr 4, Ger 4, Sp 4, Latin 3
Nipher & North Kirkwood Middle Schools - Fr 4
Eskridge HS - Sp 1, Fr 1

Table Six

Private Schools Reporting Foreign Language Programs

by County

(County not specified) St. John The Baptist - Sp 4, Ger 4
Child of Nazareth Lutheran Montessori School - Ger 4
The Principia Upper School - Fr 5, Sp 5, Ger 4

Butler County - Agape Christian School - Fr 6

Cape Girardeau County - Notre Dame HS - Sp 4
University Schools - Sp 6, Fr 6

Franklin County - St. Francis Borgia Regional HS - Latin 2, Sp 4

Jackson County - The Wilson School - Fr 7+

Kirkwood County - Vianney HS - Sp 5, Ger 4, Fr 4

Perry County - St. Vincent HS - Sp 2

St. Genevieve County - Valle HS - Fr 2, Sp 2, Latin 2

St. Louis County - Notre Dame HS - Sp 5, Fr 6, Latin 5
St. Louis Prep. South - Latin 4, Sp 3, Fr 2
Lutheran HS South - Fr 4, Sp 4, Ger 4
St. Louis Univ. HS - Fr 4, Sp 4, Latin 4, Russian 4,
Chinese 4,
Visitation Academy - Fr 17+, Sp 4, Latin 6
Community School - Fr 5
St. Louis Priory - Fr 6, Sp 3, Ger 3, Latin 6, Greek 6
Rosary HS - Fr 4, Sp 4
Immaculate Heart of Mary - Fr 7+
Chesterfield Day School - Ger 7+
Incarnate Word Academy - Sp 4, Fr 5
De Smet Jesuit HS - Fr 5, Sp 5, Ger 4, Latin
Cor Jesu Academy - Sp 4, Fr 4, Latin 4
Lutheran HS North - Ger 3, Fr 3
St. Elizabeth Academy - Fr 4, Sp 4, Latin 2
A Growing Place Montessori School - Fr, Sp, Ger, Italian,
Arabic, Swahili
Holy Family School - Fr 2
St. Mary's Academy - Fr 4, Sp 4, Ger 4
Whitfield School - Fr 7+, Latin 4, Sp 4
Ursuline Academy - Fr 4, Sp 4
Rosati-Kain HS - Fr 5, Sp 5

Table Seven

Self-Descriptions of School by Type

Type	Number
Academy	2
Archdiocesan	2
Laboratory School	2
Parochial	13
Private	9
Public	100

Table Eight

Teaching Responsibilities of Reporting Teachers

by Responsibility

Responsibility	Number
Teach one foreign language and nothing else	118
Teach one foreign language and other subject(s)	81
Teach more than one foreign language	27
Teach more than one language and other subject(s)	11

Table Nine

Reported Grade Levels Teaching Responsibilities

by Earliest Grade Level Taught

Initial Grade Level and Upper Limit	Number of Teachers
K ages 2 1/2 years - 6 years	1
K - 3	2
K - 6	1
K - 12	1
1 - 6	1
1 - 8	2
2 - 5	1
2 - 6	1
4, 4, 9, 10, 11, 12	1
4 - 12	1
5 - 8	1
6 - 8	5
6 - 12	1
6, 11, 12, college-level	1
7	2
7 - 8	15
7, 8, 11, 12, college-level	1
7, 9, 10	1
7, 8, 9, 10, 12	1
7 - 12	23
8	2
8 - 9	2
8 - 10	1
8 - 11	1
8 - 12	10
8 - 12, college-level	1
9 -10	1
9 - 11	1
9, 10, 12	1
9 - 12	115
9 - 12, college-level	6
college-level	2

Table Ten

Reported Number of Language Students

Public School Districts

Advance R-IV - 5
Affton 101 - 138
Bayless - 62
Bernie - 17
Brentwood - 63
Cape Girardeau - 417
Carter Co. R-I - 31
Caruthersville - 50
Chaffee R-II - 20
Charleston - 100
Clarkton - 3
Clayton - 128
Crawford Co. R-II - 72
De Soto 73 - 140
Dexter R XI - 75
Dunklin R-V - 14
East Prairie R-II - 15
Farmington R-VII - 235
Ferguson-Florissant R-II - 677
Festus R-6 - 159
Fox C-6 - 410
Fredericktown R-I - 88
Gideon #37 - 24
Gasconade - 165
Grandview - 18
Hancock Place - 47
Hazelwood - 1147
Hillsboro - 154
Iron Co. C-4 - 59
Jackson R-II - 327
Kennett - 213
Kirkwood - 421
Ladue - 220
Lindbergh R-VIII - 730
Malden R-I - 80
Maplewood-Richmond Hts - 113
Mehlville R-IX - 694
Meramec Valley R-III - 316
Neelyville R-IV - 13
New Haven - 12
New Madrid Co. R-I - 175
Perry Co. #32 - 160
Pattonville R-III - 691
Parkway - 2,983
Oak Ridge R-VI - 15
Northwest R-I - 347
N. St. Francois Co. R-I - 130
North Pemiscot Co. - 20
Normandy - 170
Poplar Bluff R-I - 166
Potosi - 98
Ritenour - 155
Riverview Gardens - 54
Rockwood - 490
Salem R-80 - 100
Scott City R-I - 70
Scott Co. R-IV - 75
Senath C-8 - 22
Sikeston R-6 - 282
South Iron Co. R-I - 8
Southland C-9 - 20
South Pemiscot R-V - 28
Southern Reynolds R-II - 12
St. Clair R-13 - 120
St. Genevieve R-II - 49
Sullivan C-II - 62
Union R-XI - 246
University City - 279
Valley R-6 - 50
Valley Park - 70
Washington - 149
Webster Groves - 601
West St. Francois R-IV - 40
Wellston - 100
Woodland R-4 - 40
Windsor C-1 - 125

The sub-total of all foreign language students in these public schools for school year 1985-86 was:

16,299 students

The sub-total of all foreign language students in reporting private schools for school year 1985-86 (details available upon request) was:

3,721 students

The grand total of all foreign language students served in reporting public and private schools for school year 1985-86 totaled:

20,020 students

Table Eleven

Reported Native Speakers of Languages Taught

by Language(s)

Language(s)	Number
Spanish	11
French	6
German	10
German-French	1
Spanish-German	1

Table Twelve

Years of Foreign Language Teaching Experience Reported

by Range of Years

Range	Number of Teachers
1 - 4	38
5 - 9	65
10 - 14	43
15 - 20	56
20 or more	32

The survey revealed other data about the use of several teaching aids, such as computers, language laboratories, and the like. Also, data were collected on the basal text series used in districts and schools and which publisher-provided supplementary resources (e.g., workbooks, tapes, software, etc.) the district or school had purchased. These data are available to Clearinghouse patrons upon request, but it is not feasible to reproduce them here. Patrons have been urged through correspondence, through the Director's several conference and workshop presentations, and through the FLIC Newsletter to inquire at the Clearinghouse if a need arises, for example, to borrow one tape from a series of tapes (rather than purchase another entire set of tapes to replace the single missing one). Requests have been received, for example, for information about districts and schools with language laboratories, about districts and schools with elementary-school language programs and their instructional materials, about districts and schools using a given text series.

It seems clear, then, that the first objective has been achieved. There is ample evidence that the Clearinghouse is the "contact agency" for teachers and their educational leaders for the region. To illustrate, in November, 1986, the Director received a telephone inquiry from a high school principal in need of a substitute teacher for his school's foreign language teacher who is going on maternity leave.

Among his comments was that he had been in contact with other administrators nearby who had told him that, if anyone could help him with his request, it would be the Clearinghouse Director. And, it was gratifying to be able to refer to this principal a young woman who had earlier earned a major in a foreign language and who is now seeking teacher certification. All parties seemed satisfied with the results.

Several project activities were directed at achieving the second objective of the Project:

(2) In consortium with Southeast Missouri State University's Kent Library, to collect, catalog, and house a centrally located repository of a variety of instructional materials for hands-on examination by foreign language teachers and to disseminate "bibliographic" information about the collection through a computerized retrieval system.

In January, 1986, the Director initiated the Clearinghouse materials collection activities by contacting several dozen publishers of foreign language instructional materials and by contacting producers of foreign language computer software, detailing Project objectives and soliciting their participation in the materials collection phase of the Project. Many publishers responded with donations of selected materials and/or with offers to allow the purchase of materials at significant discounts. The results of this (and follow-up) correspondence produced a significant and sizable collection of the most recent and most popular instructional materials and computer software available.

With the outstanding cooperation of Dr. James Zink, Director of SEMO's Kent Library, and of Mrs. Paulette Cotner, Director of Kent Library's Instructional Materials (IM) Center, the collection is now housed, catalogued, and circulated from the newly renovated IM Center on the third level of Kent Library. The IM Center is adjacent to the University's Center for Teaching and Learning which includes a microcomputer laboratory in which Clearinghouse patrons may examine firsthand the sizable collection of computer software among the Clearinghouse materials. The "shelf list" of these materials numbers over 700 titles and includes basal text series, supplementary readers, cultural information, pedagogical texts, listening comprehension tape series, interactive computer software, so-called "application" software for word processing, data base, and spreadsheet operations, all in several languages from beginning levels to advanced. The "shelf lists" as of October, 1986, are included here in Appendix F, with the note that the collection continues to grow and be updated as materials producers forward their latest products to the Clearinghouse.

Both the materials collection activities and the collection itself were publicized throughout the funding period. Three of the four FLIC Newsletters contained information about the size and status of the collection and up-dated shelf lists. Also, the collection was highlighted

at each of the presentations to administrators groups and at the several FLIC-sponsored workshops.

The collection efforts were strengthened greatly in February, 1986, when the Project Director and the Project Consultant traveled to Washington, D.C., to visit the Center for Applied Linguistics which houses the national ERIC Clearinghouse on Languages and Linguistics, spending a total of three days in the city. The trip also included a visit to the National Clearinghouse for Bilingual Education, where their database and classification system were observed. The information gathered and the processes and procedures observed have proved very valuable in building and maintaining the local collection. Equally, the Director's trip in April, 1986, to the Central States Conference on the Teaching of Foreign Languages in Milwaukee, Wisconsin, proved valuable to the collection activities in that he visited the dozens of textbook and media exhibitors, outlining the Project and soliciting their participation. Further, the Director met several textbook publishers and representatives who have subsequently participated in the collection efforts.

Several project activities were directed at achieving the third objective of the Project:

(3) In consortium with LEAs and the Southeast District Foreign Language Teachers Association, to sponsor a series of workshops tailored to meet local and regional in-service needs for professional growth among the region's foreign language teachers.

The presentations at administrators groups were arranged by Project participants with the aim of generating interest in and/or making arrangements for local on-site workshops for in-service teachers. Other workshops were arranged through direct correspondence with private and public school administrators and/or teachers and via announcements in local media and in the FLIC Newsletter. Still other workshops came about as follow-up activities to previous workshops. The workshops are summarized below:

Table Thirteen

On-site Workshops for In-service Teachers

Location	Date	No. of Participants
Caruthersville	January 29, 1986	7
Kennett	February 13, 1986	3
Hillsboro	February 18, 1986	7
Poplar Bluff	February 27, 1986	6
New Madrid	April 8, 1986	5
Pacific	April 11, 1986	9
Hillsboro	April 22, 1986	7
Parkway	May 3, 1986	35*
SEMO	June 17-20, 1986	14
Kennett	August 20, 1986	3
SEMO	August 21, 1986	11
TOTAL		107

* Sponsored by the Parkway School District; the Director was invited by the Project Consultant to present the Clearinghouse computer software collection and to work with Parkway teachers as they examined individual programs.

Each workshop was evaluated on its merits as a whole and on the quality of the presentations by the workshop facilitator(s). These evaluations have been summarized and are included in Appendix G. Without exception, the workshops were well received.

Some details about each workshop may be helpful:

Location:	Caruthersville
Duration:	all-day
Topic(s):	foreign language education, "Round Table"
Facilitator:	Leon Book
Location:	Kennett
Duration:	half-day
Topic(s)	foreign language education, "Round Table"
Facilitator:	Leon Book
Location:	Hillsboro
Duration:	half-day
Topic(s)	application software in language classes
Facilitator:	Leon Book
Location:	Poplar Bluff
Duration:	half-day
Topic(s)	foreign language education, "Round Table"
Facilitator:	Leon Book
Location:	New Madrid
Duration:	all-day
Topic(s)	innovative methodology: "The Silent Way" application software in language classes
Facilitator:	Leon Book
Location:	Pacific
Duration:	half-day
Topic(s)	application software in language classes
Facilitators:	Llyod Klinedinst Leon Book
Location:	Hillsboro
Duration:	half-day
Topic(s)	application software in language classes
Facilitators:	Lloyd Klinedinst Leon Book
Location:	Parkway
Duration:	all-day
Topic(s)	software evaluation
Facilitator:	Lloyd Klinedinst
Location:	SEMO
Duration:	four days
Topic(s)	word-processing, data base, spreadsheets software evaluation
Facilitators:	Lloyd Klinedinst Leon Book

Location:	Kennett
Duration:	half-day
Topic(s)	oral proficiency evaluation
Facilitators:	Daniel MacLeay Leon Book

Location:	SEMO
Duration:	half-day
Topic(s)	oral proficiency evaluation
Facilitators:	Daniel MacLeay Leon Book

It should be noted as well that the four-day workshop at the University carried the option of one graduate-level credit hour for the participants who successfully completed the workshop. Finally, the two August workshops were products of the third proposal to the CBHE (to extend the Project through August 31, 1986) in which the Director agreed to arrange in-service workshops for teachers as they returned to school after summer vacations.

Considerable progress has been made in achieving the fourth Project objective:

(4) To serve as a model for other similar institutions of higher education in the state seeking to improve "outreach" activities to their service areas' public and private schools.

While there is currently no tangible evidence that the present Foreign Language Information Clearinghouse has been adopted at other similar institutions, the Director has received inquiries from faculty members at Southwest Missouri State University in Springfield, from Central Missouri State University in Warrensburg, from Northeast Missouri State University in Kirksville, from the University of Missouri at Columbia, from Mineral Area Community College in Flat River. Also, the ERIC Clearinghouse on Languages

and Linguistics at the Center for Applied Linguistics in Washington, D.C., continues to correspond with the Director about Project activities. Furthermore, as the Director either makes presentations at foreign language education conferences (e.g., FLAM or Central States) or attends such foreign language education conferences as the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in Dallas, Texas, November, 1986, he disseminates FLIC publicity information to conferees and to exhibitors, consequently generating interest in the Clearinghouse. Finally, one of the Director's colleagues at SEMO has been in frequent contact in her effort to create a similar service outlet for English as a Second Language curriculum concerns. In sum, then, there is some evidence that the Project can, and perhaps will soon, serve as a model for other similar institutions of higher education in their states seeking to improve outreach and service activities.

Populations Served

The targeted population for the Project was the cadre of foreign language teachers in the secondary public and private schools in the 25 counties in the southeast quadrant of Missouri designated as the "service area" of Southeast Missouri State University in Cape Girardeau. These counties are enumerated in Appendix A of the original proposal (submitted in this final report as Appendix A).

Proportional attention was paid to both public and private school teachers, as reflected in several ways:

(1) Private school personnel were included among the project participants, lending support, advice and counsel, and sponsoring local workshops.

(2) All private schools in the 25-county service area were included in all comprehensive mailings from the Clearinghouse, in particular the demographic survey and the periodic FLIC Newsletters.

(3) Private school administrators and teachers were invited to the several FLIC-sponsored workshops, and several teachers availed themselves of the opportunity:

Table Fourteen

Private School Participants in FLIC-Sponsored Workshops

Location	Date	Number of Private School Participants
Poplar Bluff	February 27, 1986	1
Pacific	April 11, 1986	1
Hillsboro	April 22, 1986	1
SEMO	June 17-20, 1986	3
Kennett	August 20, 1986	3
SEMO	August 21, 1986	3
TOTAL		12

(4) The August 21 workshop at SEMO was co-sponsored by Notre Dame High School in Cape Girardeau, the principal of which, Sister Miriam Wesselmann, is a Project participant.

As a final note in this regard, an anticipated workshop sponsored by the Lutheran school association in St. Louis was never realized because of logistical and scheduling difficulties.

Historically Underrepresented and Underserved Groups

Historically underrepresented and underserved groups were well served by this project. While no data were gathered or kept specifically on these populations, the claim seems safe for several reasons:

(1) All schools, public and private, urban or rural, large or small, in the 25-county service area were included in the Project activities.

(2) The workshops for in-service teachers were available to and announced to all teachers in the region adjacent to the sponsoring site.

(3) The several mailings of the FLIC Newsletter were directed to all public and private school teachers in the designated counties.

(4) The workshops in Caruthersville, Kennett, Poplar Bluff, New Madrid, Pacific, Hillsboro, the four-day, credit-bearing workshop at SEMO, and the August workshops in Kennett and at SEMO attracted teachers from urban and/or rural schools with significant populations of historically underrepresented and underserved groups.

(5) Similarly, the Director's presentations to administrators groups at Sikeston, Hillsboro, Poplar Bluff, and Sullivan included superintendents and principals of urban and rural schools with significant populations of historically underrepresented and underserved groups.

Outcomes and Evaluation Plan

Outcomes

Seven anticipated outcomes were enumerated in the original proposal (Appendix A). Each has been realized as follows:

(1) There exists a centrally located regional agency to which educational leaders may refer for information about foreign language instruction in general and about curriculum and materials development issues and their delivery systems in particular.

(2) A systematic and thorough census of the region's foreign language instruction activity has been conducted and analyzed, as reported herein.

(3) A functioning networking structure now exists to inform teachers and administrators in one school what another school has done or is doing about a particular problem or situation.

(4) There exists a central repository of instructional mater8ials, pedagogical information, computer software, and other such curriculum development and teaching aids.

(5) A central agency now exists designed and dedicated to meeting the in-service needs of foreign language teachers in the area's public and private schools.

(6) Foreign language teachers in the region (and state-wide) now have an institution of higher education to which to turn for some graduate-level credits in foreign language teaching.

(7) The Project serves as a model for other similar institutions of higher education which wish to improve their outreach services to foreign language teachers.

Finally, and perhaps most importantly, all Project activities have served to improve instruction in foreign languages in the classrooms of participating public and private schools.

Evaluation Plan

Formative and summative evaluative data were collected periodically throughout the funding period. Participants in FLIC-sponsored workshops completed evaluations of the quality of their experience (summaries included here in Appendix G), and consortium members were interviewed either in person or by telephone for their perceptions of on-going Project activities. Feedback via in-person and/or telephone interviews from individuals participating in the Project, including staff members, consortium members, Clearinghouse users, graduate students, and University supervisors, has provided insights into the impact and effects of the Project on their professional activites.

The proposed evaluation plan included seeking feedback from users of Clearinghouse information via a carefully designed user questionnaire. This objective was not realized for several reasons: First, Kent Library underwent extensive remodeling and renovation during the 1985-86 school year, focusing on creating space for the library's Center for Teaching and Learning and on creating new and

expanded space for the Instructional Materials Center in which is housed the Project's materials collection. The IM Center did not occupy the new space until May, 1986, and the cataloguing of the bibliographic data base collection did not begin until June, 1986. This cataloguing continues even as of this writing, and the delays and confusion resulting from the remodeling and moving of the IM center inhibited systematic data collection from Clearinghouse patrons. However, informal feedback from those teachers and graduate students who have perused the collection indicates that they are pleased with both the concept and with the collection.

Generalizability of the Project

It was anticipated that the Project would be generalizable to other settings. It has already been noted that the Project may well serve as a model for other similar institutions of higher education in Missouri, certainly, and perhaps nation-wide as well. The Project Director, as planned, has disseminated information about the Project, both process and products, through presentations at several conferences, including the SEMO District Foreign Language Teachers Association annual meeting, at the annual meeting of the Foreign Language Association of Missouri (FLAM), at the annual meeting of the Arkansas Foreign Language Teachers Association (AFLTA), at the annual meeting of the Central States Conference on the Teaching of Foreign Languages, representing some 17 mid-western states, and at the annual meeting of the American Council on the Teaching of Foreign Languages. This publicity has attracted considerable positive attention to the Project and to the state as well. Workshop materials and procedures have attracted the interest of foreign language educators and teacher trainers at Mineral Area College in Flat River and at the University of Missouri at Columbia. Finally, the Project's computerized databanks are easily replicated for dissemination to interested parties.

Institutional Support

The host institution, Southeast Missouri State University, has provided considerable support for this activity. The institution provided office space and furnishings, library resources, audio-visual equipment to support workshop activities, mainframe and personal computers and the expertise to best utilize them, and experienced and competent administrative personnel to assist the Director in external funds management.

Several individuals deserve recognition for their contributions to the success of this project:

--Dr. Leslie Cochran, Provost and
--Dr. Alan Wheeler, Dean, College of Education and Behavioral Sciences, whose advice and counsel and encouragement were most appreciated;

--Dr. Fred Goodwin, Dean, College of Humanities, who served as mentor during the proposal stage and who served as account custodian during the Project;

--Dr. Keith Harman, Director, Office of Research and Grants, without whose expertise the several proposals associated with this Project could not have been made;

--Dr. Gene Adkison, Director, University Schools and Chairperson, Department of Clinical Education, who provided the Director's necessary release time for the numerous trips and who provided substitute teachers for those absences;

--Dr. Daniel MacLeay, Chairperson, Department of Foreign Languages, who served as Lead Teacher and who cooperated fully with the Director on all aspects of the proposal and the grant administration and who served as chairperson of the search committee for the part-time replacement for the Director's six-hour release time during the Project;

--Dr. James Zink, Director, Kent Library, who loaned the Project an Apple IIe computer for almost the entire duration of the Project;

--Ms. Paulette Cotner, who has provided yeoman service as cataloguer and manager of the Clearinghouse materials collection;

--The Director's colleagues and friends both in the Department of Clinical Education (University Schools) and in the Department of Foreign Languages, who wholly supported the Director's efforts and who never hesitated to assist him by doing a variety of small but necessary favors during the administration of the Project;

--The Director's students, who patiently understood and who never complained.

Professional Staff

The professional staff for this Project included these individuals in these Project positions:

Table Fifteen

Professional Staff

Position	Individual(s)
Project Director	Dr. Leon Book
Project Consultant	Dr. Lloyd Klinedinst
Lead Teachers	Dr. Lloyd Klinedinst
	Dr. Daniel MacLeay

The vitae for Drs. Book and Klinedinst were included in the original proposal's Appendix B (the original proposal is included in this report as Appendix A). The two lead teachers were employed to facilitate two workshops each, as follows:

Table Sixteen

Lead Teacher Workshops

Lead Teacher	Workshops	Date	Topic
Klinedinst	Pacific	April 11	application software
	Hillsboro	April 22	application software
MacLeay	Kennett	August 20	oral proficiency
	SEMO	August 21	oral proficiency

The two computer workshops resulted from direct requests from the Director's meetings with administrator groups in Hillsboro and in Sullivan. Dr. Klinedinst is eminently qualified to facilitate a workshop for foreign language teachers on application software. A former foreign language teacher and former district-wide foreign language curriculum

supervisor for the Parkway school district, he has been the Computer Education Coordinator for the Parkway schools since 1984. The workshops on oral proficiency resulted from conversations with teachers in Kennett and in the Cape Girardeau area about possible topics, and strong consensus was for oral proficiency. Dr. MacLeay is especially well qualified to address this topic (his vita is included here in Appendix H). He has undergone the extensive ACTFL training for administering the Oral Proficiency Interview and has conducted numerous conversation classes. All these workshops were very well received.

Epilogue: Continuing Activity

The original proposal (Appendix A) called for "seed money" to establish this Clearinghouse, that is, external funds designated to initiate programs and services that had not been provided previously through established budget channels. These funds primarily provided the resources for (1) release time for the Project Director to administer Project objectives, (2) support personnel and other Clearinghouse office expenses, (3) travel expenses, and (4) the Clearinghouse materials collection. The host institution matched fundor-provided moneys with in-kind contributions.

It is gratifying to note that these funds seem well invested, for now that the host institution has assumed costs for the programs and activities generated by the external funds, the interest in the Project among the targeted groups continues to grow. Several references have been made in this final report to on-going requests for services from the Clearinghouse. Area administrators do not hesitate to contact the Director for information about staffing, curriculum, and materials for their foreign language programs. The dozens of teachers who participated in the several in-service workshops have met and talked with each other, have established a communications network, are more knowledgeable of issues in the field, have become more efficient in their work. These and other teachers inquire about the materials collection, seek information about

advanced study in foreign language education, and correspond about the possiblities for in-service workshops and/or about developing and expanding curricular offerings in foreign languages in their schools. Other institutions of higher education call on the Director about the Project in general and about the computer software collection in particular. The project, the host institution, the fundor, and the state receive positive attention and recognition for the Project, both within and without the state. Students and faculty at the host institution use the materials collection for their own study or for curriculum development. Consequently, the goal of the funded Project seems well served: **improved classroom performance by teachers of critical foreign languages.**

APPENDIX A

Original Proposal

P.L. 98-377, Title II

The Education for Economic Security Act

Grant Application

Program Category B—Cooperative

Foreign Language Information Clearinghouse

Sponsored by

Southeast Missouri State University

Application Submitted for

Fiscal Year 1986

Questions and Comments May Be Directed to:

Dr. Leon C. Book

Associate Professor of Clinical Education and Foreign Languages
Southeast Missouri State University
Cape Girardeau, MO 63701
(314) 651-2122

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Appendix A

Appendix B

B. Institutional Endorsement

SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701
Cape Girardeau (314) 651-2000

July 30, 1985

Dr. Shaila R. Aery, Commissioner
Missouri Coordinating Board for Higher Education
101 Adams Street
Jefferson City, Missouri 65101

Dear Commissioner Aery:

This letter is to signify the endorsement of Southeast Missouri State University for the attached Foreign Language Information Clearinghouse as proposed by Dr. Leon Book. The project is truly exciting because it will be a joint effort between the university, private and public schools in our service area, and a regional foreign language professional association. The project has significant potential to extend our outreach efforts and really make a difference in the Bootheel.

In summary, the Clearinghouse will result in: 1) a data base comprised of information about the variety and applicability of instructional materials and curriculum development aids, especially those which employ computer technologies, 2) a monthly newsletter for foreign language teachers, 3) an 800 "Toll Free" phone number for teachers desiring assistance, 4) a second regional data base containing information on the scope and breadth of foreign language instruction in our region, and eventually the entire state, 5) a regional repository of foreign language instructional materials and aids, and 6) inservice training designed to create a cadre of "lead teachers" who will form the nucleus of a network of teachers throughout our region, and eventually the whole state. These activities will meet immediate needs for instructional improvement as well as building a solid foundation for future efforts.

I am forwarding this letter to you on behalf of President Stacy who is presently away from campus. It is my sincere hope that the Coordinating Board will support this exciting and worthwhile project.

Sincerely,

Leslie H. Cochran
Provost

dsb

c: Dr. Bill Stacy
Dr. Fred Goodwin
Dr. Keith Harman
Dr. Leon Book

C. Certificate of Assurances

Appendix C

Certificate of Assurances

I, Dr. Bill Stacy (Name), the chief executive officer of Southeast Missouri State University (Institution Name), hereby provides assurances to the Coordinating Board for Higher Education that should my institution receive a grant under the terms of the The Education for Economic Security Act, Title II, it will

1. Keep such records, and provide such information as may be necessary for fiscal and program auditing and for program evaluation and will provide the Coordinating Board for Higher Education or its designee any information it may need to carry out its responsibilities under Title II of the EESA;

2. Comply with all provisions of Title II and its implementing regulations and all administrative rules of the Coordinating Board for Higher Education applicable to Title II;

3. Participate fully in the state needs assessment prescribed by Title II and will provide the information requested to the best of its ability;

4. Use funds received under Title II only to supplement and, to the extent practicable, to increase the level of funds that in the absence of Title II funds would have been available from nonfederal sources and will not use Title II funds to supplant funds from nonfederal sources;

5. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically underrepresented and underserved groups; and

6. Ensure to the extent feasible the equitable participation of faculty and students from private schools in all programming supported by Title II funds.

Signature for President Stacy — Date: 7-30-85

Provost
Title

D. Cooperative Agreements

LUTHERAN ASSOCIATION
FOR HIGHER EDUCATION
3558 South Jefferson Avenue • St. Louis, Missouri 63118 • 314-664-1700

July 24, 1985

Professor Leon Book
Supervisor of Foreign Languages
University Schools
Southeast Missouri State
Cape Girardeau, Missouri 63701

Dear Professor Book:

After listening to your proposal via telephone yesterday morning, I am pleased to indicate to you my support for your foreign languages information clearing house project.

I also want to indicate a willingness to provide workshop space in one of our two Lutheran high schools, should there be a need, and to provide release time for teachers of foreign languages to attend in-service training sessions. As I indicated to you in our conversation, I can also provide names of private schools in the St. Louis metropolitan area.

Best wishes to you as you prepare your proposal for funding.

Sincerely,

Victor C. Peper
Superintendent

VCP:jmd

KENNETT PUBLIC SCHOOLS

MEMBER OF NORTH CENTRAL ASSOCIATION SINCE 1913
KENNETT, MISSOURI 63857

JOHN C. McMULLAN
SUPERINTENDENT

July 24, 1985

Dr. Leon Book
Supervisor of Foreign Languages
University School
Southeast Missouri State University
Cape Girardeau, Missouri 63701

Dear Dr. Book:

This is to inform you that Kennett Public Schools, Kennett, Dunklin County, Missouri will be interested in participating in the Foreign Language Project which you are considering. We view this as an opportunity to improve instruction in that area.

It is my understanding that space for workshops will be needed and foreign language teachers may need some release time in order to participate. Kennett Public Schools would like to offer space for workshops conducted in our geographic area and an arrangement for some release time for teachers will be possible.

Please allow me to express appreciation to you and other authorities of Southeast Missouri State University for undertaking this project. We trust the Coordinationg Board of Higher Education will see the importance of such a program.

Sincerely,

John C McMullan

John C. McMullan
Superintendent of Schools

JCM:skc

SIKESTON PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT · SIKESTON, MISSOURI 63801

July 19, 1985

Dr. Leon Book
University Laboratory School
Southeast Missouri State University
Cape Girardeau, Missouri 63701

Dear Dr. Book:

This letter is provided to indicate strong support for the Foreign Language Clearing House Project; the development and implementation of which will greatly enhance foreign language education in the Southeast Missouri region.

Sikeston Public Schools will commit space and equipment necessary for seminars, workshops or other meetings attendant to the Project....and will provide time for SPS foreign language staff to participate.

We will look forward to active support and participation in this worthwhile endeavor.

Yours truly,

Samuel Harbin
Superintendent

[redacted] HIGH SCHOOL
[redacted] CAPE GIRARDEAU MISSOURI 63701 • [redacted]

July 20, 1985

Dr. Leon Book
University Schools
Southeast Missouri State University
Cape Girardeau, Missouri 63701

Dear Dr. Book,

The purpose of this letter is to formally acknowledge that Notre Dame High School is making a commitment to participate in the consortium working toward the improvement of the teaching of Foreign Languages on the secondary level.

Sincerely,

Sister Miriam Wesselmann, SSND
Principal

SENIOR HIGH SCHOOL
501 Westwind Drive
Robert H. Selinger, Principal
James H. Templeton, Asst. Prin.
(314) 937-5410

JUNIOR HIGH SCHOOL
1717 West Main Street
William R. Vines, Principal
(314) 937-5417

MURRELL E. GODWIN
Athletic Director
501 Westwind Drive
(314) 937-5946

REORGANIZED SCHOOL DISTRICT R-6

ROBERT L. TUCKER, Superintendent ROBERT E. PRYOR, Asst. Superintendent

1515 MID-MEADOW LANE
FESTUS, MISSOURI 63028
Telephone: 314/937-4920

ELEMENTARY SCHOOL
1500 Mid-Meadow Lane
Martin L. Boyer, Principal
(314) 937-5720

MIDDLE SCHOOL
711 West Main Street
John O. Richeson, Principal
(314) 937-8044

TERRY J. COLEMAN
Director, Special Services
1515 Mid-Meadow Lane
(314) 937-4920

July 22, 1985

Dr. Leon Book
Supervisor of Foreign Languages,
Southeast Missouri State University
Cape Girardeau, Missouri 63701-4799

Dear Dr. Book:

I read with much interest SEMO's proposed foreign language project which will provide much needed materials and in-service to foreign language programs of the University service area. With the renewed emphasis on academic excellence in elementary and secondary schools, it has reflected a renewed interest by students in foreign language. The Festus Senior High has seen the demand by students for foreign language classes double in the last two years.

Be assured that the Festus Schools will (1) participate in your project (2) I will be the contact person for other Jefferson County Schools (3) the District will provide space for local in-service programs (4) the District will provide some released time for the Festus teachers to participate in in-service programs.

Best wishes.

Sincerely,

Robert L. Tucker

Robert L. Tucker
Superintendent

RLT/dg

Poplar Bluff Public Schools

OFFICE OF THE SUPERINTENDENT
P. O. BOX 47
POPLAR BLUFF, MISSOURI 63901

DR. ROBERT O. MOULTON
SUPERINTENDENT

July 19, 1985

Dr. Leon Book
Southeast Missouri State University
University Schools
Cape Girardeau, Missouri 63701

Dear Dr. Book:

Thank you for contacting us concerning the possibility of staff development workshops in the field of Foreign Language for our instructors.

The Poplar Bluff Schools are committed to providing an extensive Foreign Language program for our students and would be willing to provide space for a workshop for other schools in the area. Our teachers would enjoy participating in a workshop of this type.

Please let us know when we may be of service to the University.

Respectfully,

Robert O. Moulton

Robert O. Moulton
Superintendent of Schools

ROM/dlt

Meramec Valley R-III School District

Dr. Howard Neeley, Superintendent
Dr. Edward Hillhouse, Asst. Supt.

July 25, 1985

Mr. Leon C. Book
Southeast Missouri State University
Supervisor of Foreign Languages
Cape Girardeau, MO 63701

Dear Mr. Book:

Please be advised that we are interested in participating in the project: Foreign Language Information Clearinghouse.

We would agree that such a project is important to our region and would be willing to serve as a contact person for other schools in the county. In addition, we would be willing to provide space for inservice workshops and consider released time for teachers to participate in project activities.

Sincerely,

Edward Hillhouse
Assistant Superintendent

EDH:bg

126 NORTH PAYNE ... PACIFIC, MISSOURI 63069 ... 257-2438 or 257-4044

SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701
Cape Girardeau (314) 651-2000
In St. Louis 241-0195

July 31, 1985

Dr. Leon C. Book
Supervisor of Foreign Languages
University Schools
Southeast Missouri State University
Cape Girardeau, MO 63701

Dear Dr. Book:

With this writing, be assured that Kent Library will participate as a consortium member in your proposed project, Foreign Languages Information Clearinghouse. Under my direction, Library staff will help you and project staff organize, house, catalog, and circulate instructional materials pertinent to the study of foreign languages.

Best wishes for a successful proposal.

Sincerely,

James Zink

Dr. James K. Zink, Director
Kent Library

JKZ:rjf

Perry County School District No. 32

College at Edwards Street

Perryville, Missouri 63775-2699

July 24, 1985

Dr. Leon Book
Supervisor of Foreign Languages
Southeast Missouri State University
Cape Girardeau, MO 63701

Dear Dr. Book:

I am writing this letter to let you know that the Southeast Missouri Foreign Language Teachers' Association will support the new project on Foreign Language Information Clearing House.

Our organization is willing to co-sponsor workshops for badly needed in-service for teachers of foreign language. I believe that cooperation between this project and our organization will not only benefit all of our foreign language teachers throughout Southeast Missouri, but will also help instruction in the critical foreign languages.

Our best wishes go with you for the success of such an important enterprise. Buena suerte.

Sincerely,

Sergia Pecaut, President
Southeast Missouri Foreign Language
Teachers' Association

E. Abstract

This proposal seeks seed money to address clear and pressing needs for improved instruction in critical foreign languages in the southeast quadrant of Missouri. A three-faceted Foreign Language Information Clearinghouse is proposed to address these needs. "Demographic" data about the breadth and depth of foreign language instruction in the region and "bibliographic" data about the variety of instructional materials and curriculum development aids will be collected, analyzed, and computerized for subsequent retrieval and networking. Workshops based on expressed needs for small and large groups of in-service teachers are planned to complement the two databanks and to fill a void in pedagogical training for practicing classroom teachers of foreign languages. A cooperative effort among (1) Southeast Missouri State University, (2) private and public secondary schools in the University's designated 25-county service area, (3) a university library, and (4) a regional professional association, the Project has the expressed goal of improved classroom performance by teachers of critical foreign languages.

The proposal requests $38,649 total budget for fiscal year 1986, but only $26,952 is requested from the Coordinating Board's Program Category B under the EESA Title II. The remainder of the budget will be provided by the University, the Provost of which has expressed enthusiastic commitment to the Project.

F. Needs Addressed and Grant Objectives

Needs

There is a clear and present need in the southeast quadrant of Missouri for an immediate program for the improvement of instruction in critical foreign languages in public and private secondary schools. Specific and pressing needs may be identified:

(1) There is no centrally located regional agency to which educational leaders may refer for information about foreign language instruction in general or about curriculum and materials development issues and/or their delivery systems in particular.

(2) No systematic study of the region has been made to determine the breadth and depth of foreign language offerings within public and private schools in the region. Concomitantly, no networking structure exists to inform teachers in one school what another school has done or is doing about given problems or situations.

(3) There is no central repository of instructional materials, pedagogical information, computer software and hardware information, or other such curriculum development aids.

(4) In-service training addressing the particular needs of foreign language teachers in the region is non-existant: no institution of higher education in the region offers workshops or coursework (credit-bearing or otherwise) in foreign language pedagogy.

(5) No Foreign Language Information Clearinghouse exists in Missouri that may serve as a model for other institutions of higher education.

This proposal addresses these needs through a carefully designed and administered Foreign Languages Information Clearinghouse (FLIC). It is a cooperative program among:

(1) an institution of higher education,

(2) several local educational agencies (LEAs) in the region,

(3) a regional professional association, and

(4) a university library

in consortial arrangements for the development and dissemination of services.

Objectives

The proposed Project has the following objectives:

(1) To serve as a focus for area foreign language teachers and their educational leaders, a "contact agency" staffed by personnel trained in foreign language education to assist such individuals with questions or concerns on a wide variety of issues in foreign language pedagogy.
In consortium with LEAs in the region, to collect, maintain, and analyze data about the breadth and depth of foreign language education in the region, and to disseminate through a computer databank such "demographic" data.

(2) In consortium with Southeast Missouri State University's Kent Library, to collect, catalog, and house a centrally located repository of a variety of instructional materials for hands-on examination by foreign language teachers and to disseminate "bibliographic" information about the collection through a computerized retrieval system.

(3) In consortium with LEAs and the Southeast District Foreign Language Teachers Association, to sponsor a series of workshops tailored to meet local and regional in-service needs for professional growth among the region's foreign language teachers.

(5) To serve as a model for other similar institutions of higher education in the state seeking to improve "outreach" activities to their service areas' public and private schools.

Goal

The ultimate goal of this proposed Project is improved classroom performance by teachers of critical foreign languages.

Significance and Impact

The foreign language education community has known for many years that improving teacher skills has a concomitant effect on student performance (see, for example, Moskowitz, 1973, 1976; Smith, 1970). The results of the Pennsylvania Foreign Language Project (Smith, 1970) are especially pertinent here. Smith tested the differences in achievement among students in audio-lingual programs versus cognitive-code programs. In all measures tested, he found no significant differences whether students were placed in audio-lingual or in cognitive-code programs or in a combination thereof. The only significant variable that emerged from Smith's analysis was "teacher skill." "Skillful" teachers were those that elicited the most active participation from their students through a variety of instructional modalities. It is noteworthy, too, in Smith's analysis that skill was not a function of experience as measured by years or service.

The plain truth is that teachers in Southeast Missouri have few, if any, structured, formal opportunities to improve their classroom skills. No higher education institution in the region offers instruction in foreign language pedagogy to in-service teachers. Some foreign language educators

have resorted to institutions out of state to receive the training they desire while others have emphasized other teaching disciplines at the masters level (e.g., math, English, science, etc.) simply because these other studies were available to them but foreign language pedagogy was not. Still other foreign language teachers have not participated in any advanced studies in several years, evidence of which has been gained firsthand through our participation in accreditation activities of the North Central Association.

The expressed goal of this proposed Project is the improvement of teacher skill in the classroom. Clearly, the need is present, and the need is pervasive. We believe that the workshops proposed herein (detailed subsequently) combined with the other proposed services of the FLIC will serve as prototypes for on-going services and for other regions in the state. We predict that this Project will have a positive impact on the teaching of foreign languagues in the region. We are proposing to offer curriculum development services and professional growth workshops tailored to meet the needs of individuals and of small and large groups of teachers. These activities have the expressed aim of improving the performance of classroom teachers and, thereby, improving student understanding and performance in critical foreign languages.

Populations To Be Served

The targeted population for this Project is the cadre of foreign language teachers in the secondary public and private schools in the 25 counties of Southeast Missouri designated as the "service area" of Southeast Missouri State University in Cape Girardeau. These counties are enumerated in Appendix A. As of this writing, it is impossible to enumerate the teachers

engaged part-time or full-time in the teaching of foreign languages in these counties. Indeed, the collection of such information is an objective of the Project.

G. Methodology

Implementation of Project activities will begin during the Fall semester, 1985, immediately upon notification of funding. After securing office space, installation of necessary equipment, and hiring Project staff members, administrative tasks will focus initially on contacting publishers and producers of instructional materials and initiating the "bibliographic" databank. Also of primary importance initially is a variety of publicity activities designed to announce the Project's objectives and activities and to generate broad-based interest in the Project.

We propose to offer as soon as possible a regional drive-in conference for all foreign language teachers in the region. Co-sponsored by the SEMO Foreign Language Teachers Association, this all-day workshop will:

—provide participating teachers detailed Project objectives,

—identify mutual objectives for on-site workshops,

—select potential dates for such on-site workshops,

—facilitate "demographic" databank information collection

—identify "lead" or "mentor" teachers who may be willing to lead on site workshops on topics of individual expertise,

—establish closer working relationships between FLIC staff and targeted teachers and encourage closer rapport among area foreign language educators.

Another facet of the Project that will begin immediately upon notification of funding is the initiation of the "demographic" databank. Such a comprehensive "census" of foreign language teachers will be carried out through both a mailed questionnaire and a complementary telephone canvass.

Dates and topics for on-site workshops will have been discussed at the

Fall drive-in conference, and during the academic year, these preliminary plans will be confirmed. At least 10 such on-site workshops for small groups of teachers are anticipated.

All Project activities will culminate in a prototype credit-bearing workshop in mid-June, 1986. The present intention is to offer one week's intensive training in Computer Literacy for Foreign Language Teachers. Workshop participants will reside in University housing, take instruction during the day, and participate in language-specific conversation and culture activities in the evenings. This workshop is projected to begin on Sunday evening and end on Saturday afternoon. It is projected that such a workshop will enable participants to:

—incorporate computer-assisted instruction into their regular curricula,

—use computer hardware available to them in their schools,

—improve the use of software packages that may accompany their basal text series, and

—evaluate supplementary software packages.

The remainder of the funding period will be devoted to analysis of formative and summative evaluative data and the writing of the final Project Report.

H. Management Structure

Overview

The Project requires a Director, reponsible for the implementation, administration, and evaluation of all Project activities. A staff of a Research Assistant, a half-time clerical assistant, and two students workers, preferably in foreign language education, is preferred. Valued advice will be sought from a Project Consultant who will assist in the establishment of the two proposed databanks and who will instruct the intensive summer workshop. "Lead" or "mentor" teachers will also be identified to serve a liaisons between the Project staff and other groups of teachers in a networking structure. These "lead" teachers may also serve as on-site workshop leaders when topics of discussion center on their stated areas of expertise. All Project staff members will report to the Director who in turn will report fiscal transactions and other administrative details to designated University and/or CBHE personnel.

Responsibilities of the Director

A primary responsibility of the the Director is the initiation, development, and maintenance of the Foreign Language Information Clearinghouse. He will hire and supervise Project staff members. He will oversee the procurement and cataloguing of all materials, computerizing access to the collection (the "bibliographic" databank), publicizing the service, and disseminating materials and/or information. He will also serve as a contact person for teachers and administrators in the region for information regarding curriculum, methodology, and staffing in regional public and private schools, referring questioners via the "demographic" databank to other similar schools

that may have already addressed such issues.

The Director will also be responsible for the proposed on-site workshops for area schools' in-service needs. Since a number of public and private schools have already expressed a commitment to the Project, it is anticipated that as many as 10 of these on-site workshops will be offered throughout the academic year to small groups of teachers. While the Director will offer many of these workshops, other "lead" teachers will be available to provide expertise as needed. The Director will coordinate and supervise such "referral" workshops under FLIC auspices.

The Director assumes primary responsibility for all publicity and information dissemination activities, preparing press releases, brochures, workshops fliers, Public Service Announcements, and phone contacts. He will edit periodic Clearinghouse Newsletters and will represent the Project at regional administrators' meetings, at state-wide conferences, and at national or sub-national foreign language education conferences. Articles about the Project in national educational publications are also anticipated.

Other Staff Members' Responsibilities

The half-time Research Assistant will assist the Director in the preparation of the "demographic" databank, specifically, helping to design the data collection survey, preparing such for distribution, recording collected data, and performing follow-up activities. This individual will also assist with Project Newsletters. A half-time secretary is needed to ensure prompt and efficient correspondence with Project participants, to serve as a receptionist, and to perform other such clerical activities. Finally, student workers will assist in the recording of both "demographic" and "bibliographic" data, assist with mailings, preparation of newsletter copy, conduct library

searches, and other such tasks.

Key Program Personnel

The Director of this Project, Dr. Leon C. Book, clearly has the expertise to manage such an undertaking. Dr. Book in 1985-86 will begin his 14th year as a classroom teacher of foreign languages at the secondary and university levels. He has taught French and Spanish in the University Schools, the K-12 laboratory school of SEMO's Teacher Education Program, and will have taught both French and Spanish in SEMO's Department of Foreign Languages. Trained as a foreign language teacher educator (Ph.D. in multilingual/multicultural education, Florida State University, Tallahassee, 1982), his experience also includes professional teacher education courses at undergraduate and graduate levels. His assignment in the lab school has included the supervision of numerous student teachers and the direction of literally thousands of clock hours of observation and participation by pre-service teacher education candidates.

Also during this tenure, Dr, Book has successfully developed many positive relationships throughout the region with foreign language teachers, their principals, and their superintendents, the kinds of "contacts" so important to such a Project. Through regional professional organizations, he has come to know many of the educational leaders in general and in foreign languages in particular. He knows their needs and aspirations, and indeed, these professional contacts have served as an impetus for this proposal.

His vita is enclosed for examination in Appendix B. Included among his credentials and experiences are his presentations at regional and national conferences and his several publications on foreign language education issues, particularly individualized instruction. He has successfully completed

research and development projects in the past, is an accomplished writer and editor, as pertinent administrative experience, enjoys the confidence and respect of his supervisors and colleagues, and is consistently judged by students at all levels as an outstanding classroom teacher.

We propose to hire a consultant to the Project who will also serve as the instructor of the intensive summer workshop. As of this writing, Dr. Lloyd Kinedinst, currently Computer Education Coordinator for the entire Parkway School District in suburban St. Louis has agreed to serve. He has earned a state-wide reputation as an outstanding foreign language educator, and is currently responsible for all computer-assisted instruction as well as all computer science courses in the Parkway district. He was a classroom teacher of French, Latin, and English before serving as Supervisor of Foreign Languages for nine years. He has been president of the Foreign Language Association of Missouri (FLAM) and has edited FLAM's newsletter, Show Me News and Views. He is eminently qualified to serve the Project, to assist in the implementation of the databanks, in the planning and giving of workshops. His vita is also enclosed in Appendix B.

I. Anticipated Outcomes and Evaluation Plan

Anticipated Outcomes

The anticipated outcomes of such a Project are several:

(1) There will be a centrally located regional agency to which educational leaders may refer for information about foreign language instruction in general or about curriculum and materials development issues and their delivery systems in particular.

(2) A systematic and thorough census canvass of the region's foreign language instruction activity will have been conducted and analyzed.

(3) A networking structure will exist to inform teachers and administrators in one school what another school has done or is doing about a particular problem or situation.

(4) There will exist a central repository of instructional materials, pedagogical information, computer software and hardware, or other such curriculum development aids.

(5) A central agency will exist designed and dedicated to meeting the in-service needs of foreign language teachers in the area's public and private schools.

(6) Foreign language teachers in the region (and state-wide) will have an institution of higher education to which to turn for graduate-level studies in foreign language teaching.

(7) The Project may well serve as a model for other similar institutions of higher education which may wish to improve their outreach services to foreign language teachers.

Finally, and most importantly, all Project activities will result, we believe, in improved instruction in foreign languages in the classrooms of participating public and private schools.

Evaluation Plan

Formative and summative evaluative data will be collected periodically for each of the Project objectives. All users of Clearinghouse information will be asked to provide feedback on the quality of such service via a carefully designed user questionnaire. In-service workshop participants will complete evaluations of the quality of their experience, and, likewise, students in the intensive summer workshop will provide feedback on their experiences, in both cases via carefully designed questionnaires. Finally, consortium members will be interviewed periodically for their perceptions of on-going Project activities.

At the end of the Project, all individuals participating in the Project, including staff members, workshop participants, Clearinghouse users, graduate students, consortium members, and University supervisors will provide summative feedback as to the impact and effects of the Project on their own professional activites. These formative and summative feedback data will serve as a basis for writing final reports.

Generalizability of the Project

We believe that this Project is generalizable to other settings in several ways. The Clearinghouse may well serve as a model for other similar institutions of higher education in Missouri, certainly, and perhaps nation-wide as well. It is the intention of the Project Director to disseminate information about the Project, both process and products, through

presentations at regional and national conferences and through educational publications in Missouri and nation-wide. We are confident that such publicity will attract considerable attention to the Project and to the state as well. Workshop materials and procedures may be of interest to other foreign language educators and teacher trainers, and equally, evaluation materials and methods may also prove useful to others. Further, we believe that this Project has the strong potential to magnify its effects by incorporating advanced communications technologies (computerized databanks plus instruction in computer literacy) in an easily replicated program design.

J. Grant Impact on Special Populations

All children in public and private schools in the SEMO service area will be served by this Project. Private schools have been included in the consortium arrangement between the Project and LEAs. The leaders of these consortium schools were consulted during the preparation of this proposal and their input is reflected herein. While historically underserved and underrepresented populations have not been specifically targeted, an improvement of instruction in foreign languages will expand opportunities for such groups to pursue foreign language studies. Appropriate personnel of Kent Library have also been involved in the planning of this Project, and their participation is welcomed.

We anticipate that the activities of this Project will be advantageous to all categories of participants. LEAs will see improved classroom instruction, using the best materials available for those teachers and students. Foreign language teachers will enjoy in-service training tailored to their needs and delivered on-site as well as having an opportunity to obtain graduate credits in foreign language education. Kent Library will expand its services as the "bibliographic" databank expands, and the SEMO Foreign Language Teachers Association will assume a perhaps greater role in serving not only its members but other foreign language teachers in the region. The host University will have expanded its outreach services and will have attracted potential new graduate students to its campus.

K. Institutional Support

The host institution, Southeast Missouri State University, offers considerable support for this proposed activity. The institution offers office space, invaluable library resources, mainframe and "personal" computers, audio-visual equipment to support workshop activities, and administrative personnel experienced in external funds management. The University is limited, however, in terms of personnel to work in such a Project. A glance at the proposed budget for this project will reveal that the majority of Project expenses to be funded by the State will be required for personnel needs.

L. Proposed Budget

PROPOSED BUDGET

	CBHE	LOCAL AND SEMO	TOTAL
I. PERSONNEL			
A. PD, Leon Book			
(a) Fall 1985 (Sept.-Dec.): $2,417 a month x 25% x 4 mos. ----------	$ 2,000	$ 417	$ 2,417
(b) Spring 1986 (Jan.-May): $2,417 a month x 50% x 5 mos. ----------	5,000	1,042	6,042
(c) June 1986: $29,000 x 8.25% ----------	800	1,592	2,392
B. Project Secretary (TBA)			
(a) Sept. 1985-July 1985: 10 mos x $790 a month x 50% ----------	3,950	--	3,950
C. Research Assistant (TBA)			
(a) Sept. 1985-May 1985: 9 mos x $400 a month x 50% ----------	1,800	--	1,800
D. Student Workers (TBA)			
(a) Jan. 1985-May 1985: 2 people at $3.35 an hour x 50 hrs a month x 5 mos. ----------		1,675	1,675
E. Total Personnel	$13,550	$ 4,726	$18,276
II. FRINGE BENEFITS			
A. PD only: 27% x $10,851	$ --	$ 2,930	$ 2,930

	CBHE	LOCAL AND SEMO	TOTAL
III. CONSULTANTS' FEES			
A. Clearinghouse Development Phase (2 days at $100) -------	$ 200	$ --	$ 200
B. Summer Inservice Session (5 days at $100) ----------	300	200	500
C. Evaluator (3 days at $100) --	100	200	300
D. Total Consultants' Fees	$ 600	$ 400	$ 1,000
IV. MATERIALS AND SUPPLIES			
A. Project Office Supplies			
(a) Sept.-Dec. ----------	$ 50	$ --	$ 50
(b) Jan.-May ----------	100	--	100
(c) June ----------	30	--	30
B. Clearinghouse (CAI Foreign Languages Materials and Software) ----------	3,000	--	3,000
C. Spring Outreach Workshops --	250	--	250
D. Summer Inservice			
(a) 25 people x $30 each --	750	--	750
E. Newsletter (Jan.-June) 1,000 copies a month x 6 mos x 25¢ a copy ----------	1,500	--	1,500
F. Commercially Usable PSA's --	500	--	500
G. Total Supplies and Materials	$ 6,180	$ --	$ 6,180
V. STIPENDS			
A. Lead Teachers (Feb.-June): 5 persons x $250 each ------	$ 1,250	$ --	$ 1,250

	CBHE	LOCAL AND SEMO	TOTAL
VI. TRAVEL			
A. PD			
(a) To ERIC and EPIE Clearinghouses	$ 1,800	$ --	$ 1,800
(b) To Central States Conference on Foreign Languages	--	800	800
(c) Local Mileage			
1. 4 mos x 250 miles x 17¢	170	--	170
2. 5 mos x 600 miles x 17¢	300	210	510
3. 1 month x 300 x 17¢	--	51	51
B. Consultants			
(a) 1,000 x 17¢	170	--	170
C. Lead Teachers			
(a) 1,000 x 17¢	170	--	170
D. Total Travel	$ 3,860	$ 1,061	$ 4,921
VII. TELEPHONE			
A. Base Charge: $68 x 10 mos.	$ --	$ 680	$ 680
B. Long Distance	500	--	500
C. 800 Toll Free Number			
(a) Installation	180	--	180
(b) User charge of $12.50 an hour x 15 hrs. a week for 3 mos (March-May)	562	--	562
(c) Monthly access charge: $100 x 3 mos.	300	--	300
D. Total Telephone	$ 1,542	$ 680	$ 2,222

		CBHE	LOCAL AND SEMO	TOTAL
VIII.	POSTAGE			
	A. Project Office ----------	$ 500	$ --	$ 500
	B. Newsletter (bulk rate at 6,000 x 12¢) ----------	720	--	720
	C. Total Postage	$ 1,220	$ --	$ 1,220
IX.	INDIRECT COSTS'			
	(Space, library resources, computer facilities, A-V equipment, etc.) 5% x $37,999 (I-VIII) ----------	$ --	$ 1,900	$ 1,900
X.	GRAND TOTAL ----------	$26,952	$11,697	$38,649

M. Professional Staff

Complete vitae for the Project Director, Dr. Book, and for the Project Consultant, Dr. Kiinedinst, are attached to this proposal as Appendix B. Their responsibilities have been enumerated in previous sections of the proposal. Other staff members will be hired pending funding of the Project.

Reference List

Moskowitz, G. (1973) Interaction in the foreign language class. In Dodge, J. W. (Ed.), Sensitivity in the foreign language classroom. Reports of the Working Committees of the Northeast Conference. Montpelier, Vermong: Northeast Conference on the Teaching of Foreign Languages. (ERIC Document Reproduction Service No. ED 085 990)

Moskowitz, G. (1976) The classroom interaction of outstanding foreign language teachers. Foreign Language Annals, 9, 135-57.

Smith, P. D., Jr. (1970) A comparison of the cognitive and the audio-lingual approaches to foreign language instruction: The Pennsylvania Foreign Language Project. Philadelphia: Center for Curriculum Development.

Appendix A

Service Area

Southeast Missouri State University

SOUTHEAST MISSOURI STATE UNIVERSITY SERVICE AREA BY COUNTY

Appendix B

Vitae

Dr. Leon C. Book

Dr. Lloyd Kiinedist

VITA

Leon C. Book

Personal Data

Present Position:
Associate Professor of Clinical Education and Foreign Languages,
Southeast Missouri State University, Cape Girardeau, Missouri 63701
Phone: (314) 651-2122 or 651-2131

Home Address:
1417 Dunklin Street
Cape Girardeau, Missouri 63701
Phone: (314) 334-8944

Birth Date:
September 23, 1951
Marital Status:
Married (Patricia)
Children:
None
Health:
Excellent

Pastimes, Hobbies:
Travelling, movies, all sports (especially golf, tennis, racquetball, and basketball), reading (professionally and recreationally), writing (professionally and recreationally).

Educational Background

August, 1982
Ph.D.
Florida State University
Tallahassee, Florida 32306
Major: Multilingual/Multicultural Education
Minor: Higher Education
Dissertation: "Multicultural Education, NCATE Accreditation, and Teacher Education Programs: A Delphi Survey of Selected Program Leaders."
Major Professor: Dr. Ernest A. Frechette
4.00 GPA

August, 1975
M.A.E.
Southeast Missouri State University
Cape Girardeau, Missouri 63701
Major: Secondary Education
Minor: Spanish
Masters Paper: "A Synthesis of Current Foreign Language Methodology: Toward a Practical Classroom Approach."
Major Professor: Dr. Frank J. Linn
Graduated with Academic Distinction (3.96 GPA)

August, 1972
B.S.E. (Secondary)
Southeast Missouri State University
Cape Girardeau, Missouri 63701
Double Major: Spanish and French
Graduated cum laude (3.47 GPA)

May, 1969
High School Diploma
Crystal City High School
Crystal City, Missouri 63019
Salutatorian of graduating class

Professional Experience

August, 1972 to present
Associate Professor of Clinical Education and Foreign Languages (joint appointment). The Department of Clinical Education comprises the University Schools, the K-12 laboratory school in the College of Education and Behavioral Sciences. I teach Spanish and French to middle and high school students, offering six-year sequences in both languages, using both "traditional" and innovative methods and curricula. Beginning in the Fall, 1985, my assignment will include two sections of second-semester French as I make a transition from the laboratory school to the Department of Foreign Languages. I anticipate teaching Spanish and professional education courses in the future.

I am a member of the graduate faculty, and I have taught courses for the Department of Teacher Education (Introduction to Teaching) and for the Department of Educational Administration and Guidance and Counseling (Educational Foundations and Methods of Research).

Spring, summer, 1981
Graduate Assistant, Institute for Departmental Leadership, Florida State University, Tallahassee, Dr. Allan Tucker, Director.

Summer, 1978
Academic Advisor of in-coming freshmen and transfer students, particularly prospective teacher education students, Southeast Missouri State University.

Summer, 1976, 1977; 1978-79
Administrative Assistant to the Director of the University Schools, Southeast Missouri State University, performing scheduling, budgeting, and editing duties.

Spring, summer, 1975; summer, 1976
Instructor of university-level Spanish, Southeast Missouri State University.

My experience also includes the supervision of numerous student teachers, the direction of countless pre-student teaching experiences for teacher education students, the supervision of undergraduate and graduate independent studies, extensive committee and other service work for the University, as well as supervision of extracurricular and co-curricular student groups.

Publications

"Saving Lower-Enrollment, Advanced-Level Elective Programs: A Way To Get Blood from Turnips." Resources in Education (ERIC Document Number ED 242 062), January, 1985. Argues that an imaginative, flexible scheduling technique, predicated on individualized pacing and continuous progress, is generalizable in math, science, business education, music, and elective social studies, language arts, etc., and offers a workable solution to the enrollment numbers game.

"Saving Lower Enrollment, Advanced-Level Elective Programs: A Way To Get Blood from Turnips." National Association of Laboratory Schools Journal, Vol. IX, No. 1 (Convention Issue, 1984), p. 12. Abstract of ERIC Document.

"Backtalk," Phi Delta Kappan, Vol. 65, No. 10 (June, 1984), p. 730. My response to a series of articles in the March 1984 Kappan and my reaction to a cartoon that appeared in that same issue.

"Flexibility: The Key to Program Success," in Douglas N. Lacey (Ed.), Proceedings of the Third National Conference on Individualized Instruction in Foreign Languages (Columbus, Ohio: College of Humanities, the Ohio State University, 1984), pp. 37-58. Argues that flexibility needed to meet master schedule requirements and individual student needs can be achieved through a carefully planned and executed program of individualized instruction.

"Continuous Progress, Individualized Pacing, and Foreign Languages: Fighting the Numbers Game." National Association of Laboratory Schools Journal, Vol. VII, No. 3 (Winter, 1982), pp. 1-5. A description of an imaginative scheduling technique that permits advanced classes in foreign languages to continue in spite of possibly limited enrollments, including descriptions of the several resulting advantages both directly from and peripheral to the scheduling format.

"Multicultural Education, NCATE Accreditation, and Teacher Education Programs: A Delphi Survey of Selected Program Leaders." Ph.D. Dissertation, Florida State University, Tallahassee, 1982. A Delphi survey of the leaders of teacher education programs at selected comprehensive regional universities in Missouri and its eight bordering states, regarding their positions on NCATE accreditation in general and the multicultural education components of the NCATE process in particular. (Dissertation Abstracts International, Vol. 43, p. 1810A)

"The Department Chairperson: A Sometimes Annotated Bibliography." Compiled and edited, summer 1981; available from the Institute for Departmental Leadership, 107 Stone Building, Florida State University, Tallahassee 32306; Dr. Allan Tucker, Director.

"A Classified Bibliography of Testing Materials, Foreign Language Education Library, Florida State University." Compiled and edited, spring, 1981. Available from Dr. Ernest A. Frechette, Professor of Multilingual/ Multicultural Education, Department of Curriculum and Instruction, Florida State University, Tallahassee 32306.

"A Synthesis of Current Foreign Language Methodologies: Toward a Practical Classroom Approach." Masters Paper, Southeast Missouri State University, Cape Girardeau, July, 1975. A Review of several foreign language methodologies, motivation, and the role of the teacher with the aim that these methodologies need not be exclusive of each other but that they may be complementary if used and adapted synthetically.

Presentations

"Saving Lower-Enrollment, Advanced-Level Elective Programs.: A Way To Get Blood from Turnips." National Association of Laboratory Schools Convention, San Antonio, Texas, February, 1984.

"The Foreign Langauge Program, University Schools, 6-12." Third National Conference on Individualized Instruction in Foreign Languages, Ohio State University, Columbus, May, 1983.

"How To Win the 'Numbers' Game in Elective Programs: IGE, That's How!" Tenth Annual Conference of the Association for Individually Guided Education, St. Louis, Missouri, November 1982.

"Contemporary Latin American Music." Southeast District Foreign Language Teachers Association "Foreign Language Fair," Cape Girardeau, Missouri, April, 1985, 1984, 1983, 1980, 1978, 1977, 1975.

"The Peculiar Problems of Foreign Languages in Small Schools." Annual Convention of the Foreign Langauge Association of Missouri, St. Louis, November, 1973.

Professional Organizations

American Association of Teachers of Spanish and Portuguese
American Council on the Teaching of Foreign Languages
--Referee, Foreign Language Annals
--Editor, ACTFL Materials Center
Association for Individually Guided Education
--presenter, national conference, 1982
Foreign Language Association of Missouri
--presenter, state conference, 1973
Missouri State Teachers Association
--Southeast District Foreign Language Teachers Association
  --President, 1982-83
  --President, 1976-77
  --Vice President, 1975-76
  --Presenter, Foreign Language Fair, 1985, 1984, 1983, 1980, 1978, 1977, 1975
  --Member, Foreign Language Fair Board, 1975 to present
--University Community Teachers Association
  --President, 1978-79
  --President, 1977-78
  --Vice President, 1976-77
  --Delegate to state and district conventions, 1979, 1978, 1977
Modern Language Association
--Referee/Book Reviewer, Modern Language Journal
National Association of Laboratory Schools
--Presenter, national conference, 1984
--Associate Editor, National Association of Laboratory Schools Journal, 1984 to present
Phi Delta Kappa
Phi Mu Alpha Sinfonia (men's music service fraternity)
Phi Alpha Theta (history honorary society)

Honors

Promoted to Associate Professor, first consideration, spring, 1985.

Named Associate Editor, National Association of Laboratory Schools Journal, February, 1984.

Awarded Rotary Foundation Scholarship, December, 1983, as member of Group Study Exchange Team from District 609 (Eastern Missouri) to District 234 (Central Sweden) for six-week tour of that country, May and June, 1984.

Awarded tenure; made member of graduate faculty, Southeast Missouri State University, Cape Girardeau, fall, 1982.

Promoted to Assistant Professor, first consideration, spring, 1981.

Awarded graduate assistantship, Institute for Departmental Leadership, Florida State University, Tallahassee, Dr. Allan Tucker, Director, spring and summer, 1981.

Professional Development Grants from the College of Education, SEMO, summers of 1979 and 1980; leave-of-absence with pay, spring, 1981, to support doctoral studies at Florida State.

Nominated and accepted by U.S. Jaycees as one of the "Outstanding Young Men of America," 1979.

Nominated as Cape Girardeau Jaycees' Outstanding Young Teacher of the Year, 1978.

Nominated and accepted into Phi Delta Kappa, education honor society, 1977.

University of Missouri Board of Curators Scholarship, 1969.

Southeast Missouri State University Board of Regents Scholarship, 1969.

Southeast Missouri State University Music Scholarships (band and orchestra), 1971, 1970, 1969.

Other

Referee and book reviewer, Modern Language Journal, premier foreign language education journal, published by the Modern Language Association (MLA), appointed April, 1985.

Referee, Foreign Language Annals, premier foreign language education journal, published by the American Council on the Teaching of Foreign Languages (ACTFL), 1978 to present.

Editor, ACTFL Materials Center, publisher of book-length manuscripts of interest to the foreign language education community, 1983 to present.

Member of visitation teams, North Central Association of Colleges and Schools
—Kennett Senior High School, Kennett, Missouri, April, 1984
—Dexter Senior High School, Dexter, Missouri, December, 1982.
—Greenwood Laboratory School, Southwest Missouri State University, Springfield, Missouri, November, 1976.
—Kennett Senior High School, Kennett, Missouri, April, 1976

Consultant, Migrant Records Center, Southeast Missouri State University

Participant in numerous national, state, district, and local workshops.

Organizer and Director of two University-wide Symposiums for the Improvement of Instruction at SEMO, November, 1978, and April, 1978.

Sponsor, University High School Foreign Cultures Club, 1973 to present.

Co-sponsor, University High School Scholar Bowl Team, 1982 to present.

Sponsor, University High School newspaper, The Smoke Signal, 1975-81.

Recommendations

Dr. Milford O. Holt
Associate Provost for Teacher Education
Southeast Missouri State University
Cape Girardeau, MO 63701
(314) 651-2123

Dr. Fred Goodwin, Dean
College of Humanities
Southeast Missouri State University
Cape Girardeau, MO 63701
(314) 651-2154

Dr. J. Wendell Wyatt
Associate Professor of Mathematics
Southeast Missouri State University
Cape Girardeau, MO 63701
(314) 651-2165

Dr. John W. Hunt, Executive Administrator
Laboratory School
University of Northern Colorado
Greeley, CO 80601
(303) 351-2116

Dr. Ernest A. Frechette
Professor of Multilingual/Multicultural Education
Department of Curriculum and Instruction
Florida State University
Tallahassee, FL 32306
(904) 644-6553

Dr. Allan Tucker
Professor of Higher Education and
Director, Institute for Departmental Leadership
Florida State University
Tallahassee, FL 32306
(904) 644-6777

Lloyd F. Klinedinst

10 Dover Lane
Villa Ridge, MO 63089
(314) 742-2988 (home)
(314) 851-8361 (work)
S.S. No. 493-44-6662

Résumé

Birthdate: 1940 Oct 7
Health: Excellent
U.S. Citizen
Married, two children

Academic Preparation:

1971	Ph.D.	University of Florida, concentration in Middle English; Dissertation: The Scribal Art of Textual Transmission: A Study of Fifteenth Century Manuscript Tradition in Nineteen Manuscripts Containing Selected Canterbury Tales
1969	M.A.	St. Louis University, concentration in Renaissance French; Thesis: Love in the 'Délie of Maurice Scève
1967	NDEA	Summer French Institute, The Ohio State University at Lyon, France
1963	NDEA	Summer French Institute, The University of Tennessee
1962		Summer Study Program, Université Laval in Québec
1962	B.A.	St. Mary's University, major in English, minor in Latin and mathematics

Academic Honors:

1970	University of Florida Graduate Fellowship
1970	Phi Beta Kappa
1968	NDEA Title IV two-year Graduate Fellowship
1967	NDEA Summer Institute Grant for Study Abroad
1963	NDEA Summer Institutue Grant
1962	B.A., magna cum laude.
1961	Delta Epsilon Sigma

Educational Employment:

1971 to present	Parkway School District; St. Louis County, MO.
1984 to present	Computer Education Coordinator
1981 to 1984	Gifted Education Coordinator/Teacher
1979 to 1981	Coordinator for Curriculum Development
1978 to 1979	Lead Instructional Coordinator
1973 to 1976	Secondary Language Arts, including Unified Studies
1971 to 1979	Foreign Languages Coordinator

1977 to present	Non-tenure track Professor in the Graduate Institute of Education at Washington University
1970	Instructor of Comprehensive English at The University of Florida
1969 to 1970	Substitute teacher in Alachua County School District Gainesville, FL.
1966 to 1968	Parkway School District; St. Louis County, MO. Teacher of World Literature IV, English IV, French II, III, IV Foreign Languages Chairperson 1967-1968; Chairperson of District Committee on the Foreign Languages Program; Adult Education, Beginning and Intermediate French
1965 to 1966	Nolan High School; Fort Worth, TX. Teacher of World Literature IV, English I, Latin II; English Department Chairperson, Moderator of Student Council
1964 to 1965	Assumption High School; East St. Louis, IL. Teacher of French I, II, English III; Foreign Languages Department Chairperson
1962 to 1964	Vianney High School; St. Louis County, MO. Teacher of French I, II, III, IV, Latin I, II; Foreign Languages Department Chairperson, Moderator of Student Council

Professional Memberships:

Delta Epsilon Sigma, Phi Beta Kappa, Phi Kappa Phi, ACTFL, FLAM, FLTA, CSCOTFL, ASCD, ASTD, AERA, NAGC, GAM, NEA, MNEA, PNEA

Professional Activities:

1984

1984 May 9	Conducted six hour workshop on PILOT, LOGO, PFS series to foreign languages teachers
1984 May 3	One hour presentation of PILOT to social studies teachers
1984 Apr 28	Ptesentation at nineteen state regional foreign languages conference (CSCOTFL) on the use of LOGO in the foreign languages classroom
1984 Apr 27	Presentation of paper entitled "In Search of A Learning Community" at the national AERA conference

1984 Mar 29	LOGO presentation at Missouri State Department c. Education regional computer conference
1984 Feb 27-28	Presentations of LOGO at Regional Consortium c. Educational Technology
1984 Jan 21-22	Attended Human Potential Workshop at The Elms Excelsior Springs, MO.

1983

1983 Nov 16-19	Attended K-ABC Workshop in Milwaukee to become qualified to administer this new IQ-Achievement inventory
1983 Oct 23-25	LOGO presentations at the Missouri Gifted Education Conference
1983 Oct 7	LOGO presentation at the Central Missouri State Mathematics Association Conference
1983 Aug 15-19	Conducted workshop on Gifted Education curriculum units development
1983 Aug 1-3	
1983 Jul 30-31	Attended Madeline Hunter Teaching Effectiveness Workshop
1983 Jul 18-22	Conducted Introduction to Computer Workshop for Parkway teachers
1983 Jul 11-15	Conducted LOGO Workshop for Parkway teachers
1983 Jun 16	Attended Tom McGreal Workshop for Parkway administrators
1983 Jun 15	Attended Tom Good Workshop for Parkway administrators
1983 May 24-25	Attended Bernice McCarthy Workshop for Parkway personnel
1983 May 19-20	Sponsored June Maker consultant work with Parkway Gifted Education staff; focus on curriculum unit development
1983 May 13-15	Attended Course in Miracles Workshop
1983 May 10	Presentation on LOGO to Professional Educators Computer Users' Group
1983 Apr 23	Presentation on LOGO to TI Users' Group
1983 Mar 1	
1983 Feb 27-28	Chaired Foreign Language Committee for the North Central Association Evaluation of Southeast Missouri State Laboratory School

1983 Feb	Taught eight hour course on LCGO

1982

1982 Nov 27-28	Attended Human Potential Workshop at The Elms Excelsior Springs, MO.
1982 Nov 17-19	Attended AIGE conference
1982 Oct 24-26	Attended Missouri Gifted Education conference
1982 Oct	Conducted Pathways, a six session eighteen hour human potential development workshop
1982 Aug	Conducted Pathways
1982 Jul 19-24	Attended Fred Alan Wolf Workshop on understanding and adapting nuclear science for the classroom
1982 Jun	Conducted Pathways
1982 Apr 18-20	Chaired the Foreign Language Committee for the North Central Association Evaluation of St. Louis University High School
1982 Feb 13-14	
1982 Jan 16-17	Attended Breakthrough, a human potential development workshop

1981

1981 Dec 21-22	Sponsored Computer Workshop for Gifted Education staff
1981 Dec 14	Consulted on Gifted Education with B'nai Amoona Hebrew School
1981 to 1983	Served on local committe for Global Education Parkway
1981 Oct-Nov	Attended Individual Intelligence Measurement course to become qualified to administer IQ tests
1981 Oct 26-28	Attended Missouri Gifted Education conference
1981 Oct 2-3	Attended Ira Progoff Intensive Journal Workshop
1981 Jul 23-26	Attended International Human Unity Conference in Vancouver, B.C.
1981 Mar	Taught eight hour course on futuristics for Parkway teachers
1981 Mar 7-11	Attended ASCD national conference
1981	Editor, Missouri Foreign Language Journal

FOR FURTHER INFORMATION on professional activities prior to 198 and other particulars, please contact Lloyd F. Klinedinst.6

SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701
Cape Girardeau (314) 651-2000
University Schools

August 2, 1985

Dr. Michael A. McManis
Assistant Deputy Commissioner
Coordinating Board for HIgher Education
101 Adams Street
Jefferson City, MO. 65101

Dear Dr. McManis:

You should now be in receipt of our proposal, mailed Wednesday, July 31, detailing our project entitled "Foreign Languages Information Clearinghouse." Find enclosed additional information regarding that proposal.

Submitted for additional consideration are eight copies of two letters of support to be included in Section D, "Cooperative Agreements:" one from Dr. Richard King of DESE and another from Dr. Michael Silver of the Parkway School District in suburban St. Louis. Please be so kind as to attach these letters to the eight copies of the proposal we mailed earlier this week.

I apologize for any inconvenience this seemingly strange request may cause, yet these two letters reached us only today, too late to be included and still have the proposal to you by August 5. I feel they are too important to be excluded, and I solicit your consideration.

Thank you for your understanding and cooperation.

Gratefully,

Leon C. Book
Supervisor of Foreign Languages

LCB:cal

Enclosures: 8

ARTHUR L. MALLORY
Commissioner

Area Code 314
751-2625

State of Missouri
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102

July 25, 1985

Dr. Leon C. Book, Supervisor
Foreign Languages
Southeast Missouri State
University
Cape Girardeau, Missouri 63701

Dear Dr. Book:

As I understand your proposal, you intend to collect and maintain a Foreign Language clearinghouse for about twenty-five counties. This will describe what materials and methods are being used in each school district. This clearinghouse will be useful in establishing networks of Foreign Language teachers. You are also planning to develop a system for providing staff development to teachers of Foreign Language.

The Missouri Department of Elementary and Secondary Education commends you for your effort and heartily endorses this proposal. You will be serving a large area of the state and, just as important, you will be developing a model which may prove useful throughout the state. I certainly recommend serious consideration of your proposal.

Sincerely,

Richard L. King
Coordinator
Curriculum Services

aw

Parkway SCHOOL DISTRICT
455 NORTH WOODS MILL ROAD • CHESTERFIELD, MISSOURI 63017
314-851-8100

August 1, 1985

Dr. Leon C. Book
Supervisor of Foreign Languages
Education Department
Southeast Missouri State University
Cape Girardeau, MO 63701

Dear Dr. Book:

I am writing on behalf of Parkway School District to indicate support for your proposal to improve the instruction of foreign languages in the 25-county service area of Southeast Missouri State University. Clearly, there is a need for a Foreign Language Clearinghouse to serve public schools. The proposed collection of foreign language instructional materials and the data bank information would be a very valuable contribution to teachers. The inservice training program outlined in the proposal would also benefit teachers.

In order to demonstrate Parkway's commitment for the project, I or my designee would be willing to serve as a contact person for the St. Louis County schools to encourage other schools to participate in the project. In addition, we would be willing to provide meeting space within our school district for in-service workshops for small groups of teachers. Also, we would be willing to provide release time for foreign language teachers in our district to participate in the proposed clearinghouse project activities.

Best wishes in your efforts to receive funding for your outstanding proposal.

Sincerely,

Michael Silver, Ph.D.
Assistant Superintendent for
Curriculum and Instruction

MS:jh

Foreign Language Information Clearinghouse

Project Participants

Dr. Sam Harbin, Superintendent
Sikeston Public Schools
Sikeston, MO 63801

Dr. Ed Hillhouse
Assistant Superintendent
Meramec Valley R-III Schools
Pacifac, MO 63069

Dr. Richard L. King
Curriculum Services
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dr. Lloyd Klinedinst, Project Consultant
Computer Education Coordinator
Parkway School District
Chesterfield, MO 63017

Dr. John C. McMullan
Superintendent of Schools
Kennett Public Schools
Kennett, MO 63857

Dr. Robert O. Moulton, Superintendent
Poplar Bluff Public Schools
Poplar Bluff, MO 63901

Ms. Sergia Pecaut, President
SEMO Foreign Language Teachers Association
c/o Perry County School District No. 32
Perryville, MO 63775

Mr. Victor C. Peper
Superintendent of Lutheran Secondary Education
3558 South Jefferson Ave.
St. Louis, MO 63118

Dr. Michael Silver
Assistant Superintendent for Curriculum and Instruction
Parkway School District
Chesterfield, MO 63017

Mr. Robert L. Tucker, Superintendent
Reorganized School District R-6
Festus, MO 63028

Sister Miriam Wesselmann, Principal
Notre Dame High School
Cape Girardeau, MO 63701

Dr. James Zink, Director
Kent Library
Southeast Missouri State University
Cape Girardeau, MO 63701

Office of Research and Grants
October 3, 1985

Dr. Shaila R. Aery
Commissioner of Higher Education
101 Adams Street
Jefferson City, Missouri 65101

Dear Commissioner Aery:

Enclosed are two items pertaining to Project "FLIC" (Foreign Language Information Clearinghouse):

1. a revised budget for the project

2. a copy of the University's Patents and Copyrights Policy.

Dr. Leon Book, Project Director, has asked me to forward the enclosed items on his behalf.

Please note that the revised budget reflects a new starting date and adjustments on the line items for fringe benefits, local mileage, costs associated with the Inward WATTS Line, and indirect costs. CBHE's share of total project costs is unchanged.

Should you or Dr. McManis desire any further information, please contact Dr. Book or myself at your earliest convenience.

Respectfully,

Keith A. Harman
Director

Enclosures

c: Dr. Book

FLIC REVISED BUDGET

ITEM DESCRIPTION	CBHE	LOCAL & SEMO	TOTAL
I. PERSONNEL			
A. PD, Leon Book			
(a) Fall 1985 (Oct.- Dec.) : $2,417 x 25% x 3	$ 1,632	181	1,813
(b) Spring 1986 (Jan.- May) : $2,417 x 50% x 5	5,000	1,042	6,042
(c) June 1986 $29,000 x 8.25%	1,168	1,224	2,392
B. Project Sec. (TBA)			
(a) 10/85 - 7/86 : $878 x 50% x 9	3,951		3,951
C. Res. Assit. (TBA)			
(a) 10/85 - 5/86 : $450 x 8 x 50%	1,800		1,800
D. Student Workers (TBA)			
(a) 1/86 -5/86 : $3.35 x 2 x 50 x 5		1,675	1,675
E. Total Personnel	$ 13,551	4,122	17,673
II. FRINGE BENEFITS			
A. PD only 30% x $10,247		3,074	3,074
III.CONSULTANTS' FEES			
A. Clearinghouse Dev. $100 x 2 days	200		200
B. Summer Inservice $100 x 5 days	500		500
C. Evaluator $100 x 3 days		300	300
D. Total Con. Fees	$ 700	300	1,000

IV. MATERIALS & SUPPLIES			
A. Project Office			
(a) Oct. to Dec.	50		50
(b) Jan. to May	100		100
(c) June, 1986	30		30
B. Clearinghouse	3,000		3,000
C. Spring Workshops	250		250
D. Summer Inservice			
(a) 25 people x $30	750		750
E. Newsletter (Jan.-June)			
(a) 1,000 copies x 6 mos x $.25	1,500		1,500
F. PSAs	500		500
G. Total Sup. & Mat. $	6,180	0	6,180
V. STIPENDS			
A. Lead Teachers $ (5 @ $250, Feb.-June)	1,250		1,250
VI. TRAVEL			
A. PD			
(a) To ERIC and EPIE Clearinghouses	1,800		1,800
(b) To Central States Confer. on For. Lang.		800	800
(c) Local Mileage			
1. 3 mo x 200 x $.205	138		138
2. 2.5 x 600 x $.205	347	268	615
3. 3.1 x 300 x $.205		61	61
B. Consultants			
(a) 1,000 x $.205	205		205
C. Lead Teachers			
(a) 1,000 x $.205	205		205
D. Total Travel $	2,695	1,129	3,284

VII. TELEPHONE			
A. Base Charge $68 x 9		612	612
B. Long Distance	500		500
C. 800 Toll-Free Number (Inward WATTS)			
(a) Installation	222		222
(b) Base Access Fee $109 x 3 (March-May)	327		327
(c) Line Charges $21 @ 1st 75 hrs. x 3	63		63
$9 @ 2nd 20 hrs x 3	540		540
D. Total Telephone	$ 1,652	612	2,264
VIII. POSTAGE			
A. Project Office	500		500
B. Newsletter (bulk) $.12 x 6,000	424	296	720
C. Total Postage	924	296	1,220
IX. INDIRECT COSTS (Space, library resources, computer facilities, A-V equipment,etc.) 5% x $36,485 (total of I - VIII)		1,824	1,824
X. GRAND TOTAL	$ 26,952	11,357	38,309

APPENDIX B

Supplementary Proposal

P. L. 98-377, TITLE II

THE EDUCATION FOR ECONOMIC SECURITY ACT

GRANT APPLICATION

PROGRAM CATEGORY B -- COOPERATIVE

Foreign Language Information Clearinghouse: Supplemental

Sponsored by

Southeast Missouri State University

Application Submitted For

Fiscal Year 1986

Questions And Comments May Be Directed To:

Dr. Leon C. Book, Director

Foreign Language Information Clearinghouse
Southeast Missouri University
Cape Girardeau, Missouri 63701
(314) 651-2688

Foreign Language Information Clearinghouse:

Supplemental Cooperative Grant Proposal

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B. Institutional Endorsement

SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701
(314) 651-2000

March 11, 1986

Dr. Michael A. McManis
Assistant Deputy Commissioner
Coordinating Board for Higher Education
101 Adams Street
Jefferson City, MO 65101

Dear Dr. McManis:

On behalf of Southeast Missouri State University, I am pleased to present this letter of institutional endorsement of Dr. Leon Book's proposal entitled "Foreign Language Information Clearinghouse: Supplemental." I believe you will find the proposal well written and well conceived, and if funded, the moneys allocated to his on-going project will be well invested.

As predicted, Dr. Book's Clearinghouse project is already having positive results within our service area. He has reported to me the positive evaluative feedback from the several Project workshops he has conducted, and he has also indicated the considerable interest the collection of instructional materials has aroused within the foreign language education community. The census survey will also provide valuable data as to the breadth and depth of foreign language education in the region.

Clearly, the hardware and software requested in this supplemental proposal are needed to enhance and expand the services offered by the Clearinghouse. I know you will give the proposal full consideration, knowing that the University is fully committed to its support.

Of course, I am happy to answer further inquiries in this matter, and I look forward to further correspondence.

Sincerely,

Leslie H. Cochran
Provost

db

C. Certificate of Assurances

Appendix C

Certificate of Assurances

I, Dr. Leslie H. Cochran (Name), the chief executive officer of Southeast Missouri State University (Institution Name), hereby provides assurances to the Coordinating Board for Higher Education that should my institution receive a grant under the terms of the The Education for Economic Security Act, Title II, it will

1. Keep such records, and provide such information as may be necessary for fiscal and program auditing and for program evaluation and will provide the Coordinating Board for Higher Education or its designee any information it may need to carry out its responsibilities under Title II of the EESA;

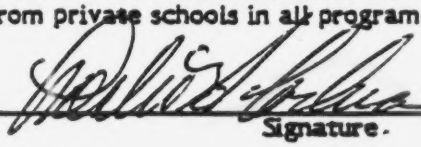
2. Comply with all provisions of Title II and its implementing regulations and all administrative rules of the Coordinating Board for Higher Education applicable to Title II;

3. Participate fully in the state needs assessment prescribed by Title II and will provide the information requested to the best of its ability;

4. Use funds received under Title II only to supplement and, to the extent practicable, to increase the level of funds that in the absence of Title II funds would have been available from nonfederal sources and will not use Title II funds to supplant funds from nonfederal sources;

5. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically underrepresented and underserved groups; and

6. Ensure to the extent feasible the equitable participation of faculty and students from private schools in all programming supported by Title II funds.



Signature

3-11-86
Date

Provost
Title

D. Cooperative Agreements

Cooperative Agreements have been secured with the following:

Public Schools:

Sikeston Public Schools, Sikeston

Meramac Valley R-III Schools, Pacific

Kennett Public Schools, Kennett

Poplar Bluff Public Schools, Poplar Bluff

Parkway School District, Chesterfield

Reorganized School District R-6, Festus

Private Schools:

Lutheran Secondary Education, St. Louis

Notre Dame High School, Cape Girardeau

SEMO Foreign Language Teachers' Association

Kent Library, Southeast Missouri State University, Cape Girardeau

Department of Elementary and Secondary Education, Jefferson City

Details of these agreements are included in the original FLIC proposal, attached as Appendix A.

E. Abstract

This proposal seeks supplemental funding for the Foreign Language Information Clearinghouse (FLIC), funded previously by the Coordinating Board, for the purchase of several types of computer hardware, related peripherals, and software needed to achieve FLIC goals and objectives. While the host institution, Southeast Missouri State University, has been as generous as possible with office space, library resources, administrative counsel and the like, computer resources for project activities remain minimal. University officials have generously loaned the Project an Apple //e computer, but Clearinghouse activities, especially data base building and maintenance and outreach workshops for in-service teachers, have demonstrated clearly the need for both "permanent" computing resources, for expanded computing capabilities, and for portable equipment for outreach in-service workshops.

F. Needs Addressed and Grant Objectives

The needs addressed by the original FLIC project have been outlined in the previous proposal (Appendix A). Its primary objectives are three, as follows:

First, to conduct a comprehensive census of the foreign language teachers in the 25-county SEMO service area, to discover who is teaching what to whom, where, at what levels with which materials, to store such data in a computerized "demographic" data base, and to analyze them and distribute findings throughout the region and the state.

Second, to collect and maintain a comprehensive collection of instructional materials in foreign languages, to build a "bibliographic" data base, to house and catalog the materials in SEMO's Kent Library, so that FL teachers in the region may examine hands-on the wide range of foreign language instructional materials. In turn, via the demographic data base, we can put these Clearinghouse patrons in touch with other teachers who are using these materials.

Third, to provide inservice workshops for practicing teachers, both on-site at schools in the region and for graduate credit here at the University.

The present proposal is a supplement to previous funding, with the goal of purchasing computer hardware,

related peripherals and equipment, and supporting software.

These machines are needed for several reasons, including:

1. To maintain present data base building capabilities through "permanent" (as opposed to "temporary loan") hardware and software.

2. To facilitate Clearinghouse networking and office management through expanded hardware and via phone (modem) connections to University mainframe computer resources.

3. To improve in-service workshop offerings by having a variety of machines available for demonstration purposes and by obtaining a portable machine with modem connections to both clearinghouse computer files and University mainframe files.

4. To have the variety of machines necessary for the demonstration of the large library of commercially prepared foreign language software in the Clearinghouse collection, often written for one machine but not for another.

Specific objectives of this supplemental request are designed to facilitate achieving the primary goal of the original Clearinghouse proposal, namely, improved classroom performance by teachers of critical foreign languages.

These objectives include:

1. To obtain Apple //e hardware, related peripherals, and appropriate software: for teaching, demonstration, and workshop applications, as well as current data base management and scholarly publications production.

2. To obtain IBM-PC/AT hardware, related peripherals, and appropriate software: for teaching, demonstration, and workshop applications, for office management, for expanded and more sophisticated data base management, and for University mainframe interface possiblities.

3. To obtain a Tandy 600 so-called "lap computer" (designed for portability), related peripherals, and appropriate software: for teaching, demonstration, and workshop applications.

The recent experiences of the Director of the Clearinghouse Project underscore the importance of this equipment in achieving Project objectives. In both presentations before superintendents' groups and in workshops with teachers, the interest in and demand for workshops about computers have been and continue to be extraordinary. Consensus (if not unanimity) among superintendents throughout the region is that they wish to expand the knowledge of computer learning among their teachers in general and among foreign language teachers in particular. They have been most enthusiastic and cooperative in allowing their teachers release time to participate in FLIC-sponsored workshops. Equally, teachers have been anxious to participate in such workshops.

Furthermore, while the Director is grateful to University officials for loaning him an Apple //e computer to use during the Project, it is increasingly clear that the Project needs its own machines, and equally clear that Apple hardware and software may not be sufficient to build and maintain data bases of the size required within this project. IBM PC/AT hardware, on the other hand, is specifically designed for such applications, and powerful

software for data base management and utilization exists to support Clearinghouse needs.

However, Apple hardware is the computer of choice for educational needs. Because of the comparatively low cost both of Apple hardware and compatible educationally related software, schools choose Apple equipment for their microcomputer labs more often than any other machines. And, the portable computer and related equipment proposed herein permit demonstrations of computer applications to groups of teachers for whom no such equipment is available.

Recent conversations with foreign language teachers throughout the SEMO service area have convinced the Director that, even while they are interested in computing, many foreign language teachers are very apprehensive about computer learning. We predict that demonstrations of the machines proposed herein and of their successful application in foreign language classes will significantly reduce such apprehension and may well serve to convince foreign language teachers to request and to lobby for more computer-assisted instruction in their schools, not only in foreign languages but in the broader school curriculum as well.

Additionally, we believe that the model presented in the original FLIC proposal is "exportable" to other areas of the state. If funded, the ready availability of computer hardware and software will no doubt facilitate the expansion

of Clearinghouse services beyond the SEMO service area in subsequent fiscal years.

G. Methodology

and

H. Management Structure

The theoretical assumptions and operational methodology informing this supplemental proposal are unchanged from the original proposal. Likewise, the administrative operating procedures and reporting relationships employed to implement the supplemental grant activity, especially regarding the allocation of functional responsibilities among the program staff, are the same as for the original proposal. (See Sections G. and H. of Appendix A.)

I. Anticipated Outcomes and Evaluation Plan

Anticipated Outcomes

This supplemental proposal extends and enhances projected outcomes of the original proposal by ensuring adequate computer hardware, software, and related equipment needed to serve Clearinghouse office needs (e.g., data base management) and outreach goals (e.g., workshop presentations and demonstrations). Ultimately, and most importantly, this supplemental request combined with the original funding will result, we believe, in improved instruction in foreign

languages in the classrooms of participating public and private schools.

Evaluation Plan

On-going evaluations of FLIC activities will continue, enhanced, one notes, by increased computing capabilities resulting from a successful proposal herein. Formative and summative feedback will serve as a basis for writing final reports on both the original and the supplemental proposals.

J. Grant Impact on Special Populations

All children in public and private schools in the SEMO service area will be even better served by the FLIC Project enhanced by this supplemental request. Improved data base management will improve services to Clearinghouse patrons and in-service training for classroom teachers, tailored to their needs and providing opportunities for graduate credit, will be decidedly improved through these supplemental requests.

K. Institutional Support

While the University has been very generous with office space, library resources, audio-visual equipment, and administrative counsel for Project activities, budget restraints and prior commitments have inhibited the ready

availability of both microcomputers and mainframe connections. Neither the machines requested herein nor the resources to acquire them are available through the normal budget process.

However, the University recognizes the worth of this Project in helping to achieve its outreach goals to service area constituents. Indeed, SEMO has already made a sizeable commitment in "matching" funds for both the original proposal and this supplemental request. Support facilities and resources cited in the original FLIC proposal will continue, of course.

L. Proposed Budget

Item Description	CBHE	SEMO
I. Apple //e		
A. Apple //e Color Professional System: Includes color monitor, dual disk drive, 128K RAM	1,525	
B. RamWorks 256K memory Upgrade	280	
C. Modem		
(a) Apple Modem 1200	450	
(b) Apple Access (Software)		75
(c) Superserial Card	139	
D. Storage Disks		
(a) 5" floppy disks (boxes of 10 @ .20 each)		100
(b) Storage Case #8100		17
E. Service/Maintenance	250	
Sub-Total	2,644	192
II. IBM Personal Computer		
A. IBM PC/AT: Includes 512K RAM, 1 floppy disk drive, 1 20-megabyte hard disk	4,060	
B. Color monitor & adapter	700	
C. Printer		
(a) EPSON DK-20 daisy wheel printer	389	
(b) Tractor feed	45	
(c) Printer cable		50
(d) DX-20 ribbons		84
D. Mouse AT (includes software)	175	
E. Hayes Modem 1200	400	
F. Power Strip		35
G. Service/Maintenance	500	

H. IBM-Compatible Software		
(a) pfs "Success"		250
(b) pfs Graph		100
(c) pfs Access		100
(d) R-Base 500		500
(e) Clout		175
Sub-Total	6,269	1,294

III. Portable Computer

A. Tandy 600 "lap computer" includes 360K built-in disk drive, 5 built-in software applications, 80-column 16-line screen, recharge-able battery packs, internal 300 Baud Direct Connect Modem	1,599	
(a) Direct Connect Modem Cable		20
(b) Carry Case		40
(c) AC Adapter		6
B. Printer		
(a) TRP-100 portable printer	299	
(b) Cable		15
(c) Thermal ribbons (1 doz. @ 8.00 each)		160
(d) AC Adapter		6
(e) "C" size batteries (5 2-packs @ $2 ea.)		10
C. Portable Disk Drive	200	
(a) AC Adapter		6
(b) Carry Case		25
(c) "AA" batteries (2 4-packs @ $3 ea.)		6
D. Disks		
(a) 3 1/2" disks (2 10-packs @ 60.00 each)		120
(b) Tandy Storage Case (30-capacity)		13
(c) 3 1/2" portable disk storage case (5-capacity, package of two)		3
E. Service/Maintenance	200	
Sub-Total	2,298	430

IV. Office Supplies		200
Sub-Total		200
V. Telephone for Modem(s)		
A. Phone hook-up		70
B. Installation (inc. one move)		400
C. Monthly service charge (3 months @ 40.00)		120
Sub-Total		590
GRAND TOTALS	**11,211**	**2,706**

M. Professional Staff

No changes in professional staff are anticipated or desired for this supplemental request. Indeed, the input of the Project Consult, Dr. Lloyd Klinedinst, Director of Computer Education for the Parkway School District, has been most helpful in preparing this proposal. Other office needs are adequately met by staff currently employed by the Project.

Vitae for the Project Director, Dr. Leon Book, and for Dr. Klinedinst are included in the original proposal (Appendix A).

APPENDIX C

Project Extension Proposal

P. L. 98-377, TITLE II

THE EDUCATION FOR ECONOMIC SECURITY ACT

GRANT EXTENSTION APPLICATION

PROGRAM CATEGORY B -- COOPERATIVE

Foreign Language Information Clearinghouse

Sponsored by

Southeast Missouri State University

Application Submitted For

Fiscal Year 1986

Questions And Comments May Be Directed To:

Dr. Leon C. Book, Director

Foreign Language Information Clearinghouse
Southeast Missouri University
Cape Girardeau, Missouri 63701
(314) 651-2688

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Introduction and Overview

The Foreign Language Information Clearinghouse (FLIC) is a special project funded primarily by the Coordinating Board for Higher Education (CBHE) to serve in-service foreign language teachers in the 25-county service area of Southeast Missouri State University (SEMO) in Cape Girardeau. FLIC is a cooperative project among SEMO, public and private schools in the SEMO service area, the SEMO Foreign Language Teachers Association, and SEMO's Kent Library. The CBHE announcement of the award was made in late September, 1986, for implementation around October 1, 1985, and the Project was funded through June 30, 1986.

The Project has had three primary objectives: (1) to conduct a comprehensive census of the foreign language teachers in the 25-county SEMO service area, (2) to build a comprehensive collection of instructional materials in foreign languages, and (3) to offer in-service workshops for practicing teachers in public and private schools, tailored to meet the specific needs of small groups of teachers in their schools. Additionally, FLIC has offered a summer workshop, "CALL": Computer-Assisted Language Learning for graduate credit on the SEMO campus.

The Project Staff includes a project director, a project secretary, a research assistant, and the Project consultant has advised the director throughout the Project implementation and has facilitated in several FLIC-sponsored workshops. Project-sponsored activities include:

(a) presentations before groups of administrators, (b) in-service workshops in schools for small groups of foreign language teachers, (c) on-site visitations of national clearinghouses, (d) materials collection, examination, and cataloguing, (e) survey design, piloting, dissemination, follow-up, and data analysis, (f) correspondence, both in response to specific inquiries and for networking purposes. Some details may be helpful:

(a) Presentations to administrators groups:

Location	Date
Sikeston	November 17, 1985
Hillsboro	January 8, 1986
Poplar Bluff	January 17, 1986
Sullivan	January 28, 1986

(b) On-site workshops for in-service teachers:

Location	Date	No. of Participants
Caruthersville	January 29, 1986	7
Kennett	February 13, 1986	3
Hillsboro	February 18, 1986	7
Poplar Bluff	February 27, 1986	6
New Madrid	April 8, 1986	5
Pacific	April 11, 1986	9
Hillsboro	April 22, 1986	7
SEMO	June 17-20, 1986	14
TOTAL		58

(c) In February, 1986, the Project Director and the Consultant to the Project traveled to Washington, D.C., to visit the Center for Applied Linguistics which houses the national ERIC Clearinghouse on Languages and Linguistics, spending a total of three days in the city. The trip also included a visit to the National

Clearinghouse for Bilingual Education, where their database and classification system were observed.

(d) Materials in the Clearinghouse Collection:

As of this writing some 460 titles of foreign language instructional materials have been entered in the Project's "bibliographic" database, many of which were donated by publishers and other sources, and funds have been spent and/or encumbered to purchase dozens more titles. Materials continue to arrive daily in the Project office, and these are added to the database before forwarding them to Kent Library for cataloguing and housing.

(e) Survey and Demographic Database:

In April, 1986, approximately 650 questionnaires were mailed to teachers on the Clearinghouse mailing lists, seeking information about the depth and breadth of foreign language instruction in the region. Then, in May, 1986, a follow-up mailing was sent to those on the mailing lists who had not responded. As of this writing, some 300 responses have been received from teachers and/or administrators in area public and private schools. Responses continue to be received in the Project office, which are added to the Clearinghouse demographic data base.

Statement of the Problem

Although funding for the Project began in early October, 1985, the Project was not actively implemented until mid-November, for logistical reasons, primarily centering on difficulties in finding space to locate the Clearinghouse office. Through the cooperation of several University administrators and especially the Project Director's colleagues in the University (laboratory) Schools, office space was secured and furnished. A secretary was recruited and hired in late November, and she began her duties on December 1, 1985, some two months later than anticipated. Similarly, a research assistant was recruited and hired in December, and he began his assignment in January, 1986. Local budgeting procedures were implemented in late November so that funds could be encumbered and spent as needed and appropriate.

As a direct consequence of the delay in starting the Project, it has proved impossible to encumber and spend all funds by June 30. Additionally, and more importantly, at least one Project objective remains to be achieved. Specifically, the results of the survey/questionnaire have been tabulated and entered into a demographic database, but analysis of those data is not yet complete as of this writing, and correspondents and Project participants have not been apprised of the results of the analysis.

By any of several criteria, the Project has been a successful one: through the support of the CBHE and SEMO,

we have (a) conducted several on-site workshops for small groups of teachers, (b) built a sizable collection of instructional materials in foreign languages, and (c) conducted a comprehensive census of public and private schools regarding the depth and breadth of foreign language instruction in the region. However, if the Project had begun as originally proposed, we believe that more on-site workshops would have been conducted, more instructional materials with more documentation could have been included in the Clearinghouse collection, and more time would have been available for demographic database analysis.

Proposal

We are proposing herein an extension of the June 30, 1986, deadline until August 31, 1986, with the Project Final Report to be submitted on or by September 15, 1986. This extension parallels closely the amount of time "lost" to the logistical difficulties encountered during the Project implementation phase. The extension must necessarily include some budget adjustments, especially in light of personnel changes.

Anticipated Benefits

Given an extension of several weeks, this "extra" time could be used to subsequent benefit, including:

1. The Clearinghouse would be in full operation in August, at a time in which many school districts are planning

in-service activities for their teachers. Workshops for foreign language teachers would be a distinct possibility for those districts.

2. Data analysis and results of the demographic census of the foreign language education community in the region could be disseminated through a fourth issue of the FLIC Newsletter, which could be timed to be in teachers' mailboxes at the beginning of school. This newsletter could also easily include an updated list of materials added to the Clearinghouse collection since the last previous issue.

3. With the consultant's help and advice, the funds remaining in the budget for the purchase of Clearinghouse materials could be encumbered and spent, to the subsequent benefit of teachers in the public and private schools in the region.

Budget

Below is an accounting of the Project expenses, showing the total expenses through May, 1986, the total budgeted for those items, and an estimate of the June, 1986, expenses. Many of the estimated June expenses are based on actual purchase orders let or personnel costs that are fixed (as opposed to hourly). Others are based on similar expenditures for those items in previous months. The final column shows the amounts remaining unemcumbered and which, as suggested above, will not be encumbered before the Project deadline.

Item	Total Spent	CBHE Budget	SEMO Budget	Total Budget	Amount Remaining	June Estimate	Leftovers
I. PERSONNEL EXPENSES							
a. PD	7855.00	7800.00	2447.00	10247.00	2392.00	2392.00	0.00
b. Fringes-PD	3074.00	0.00	3074.00	3074.00	0.00	0.00	0.00
c. Secretary	2709.33	3951.00	0.00	3951.00	1241.67	670.00	571.67
d. Rsch Asst	807.93	1800.00	0.00	1800.00	992.07	50.00	942.07
e. Cons'nt	200.00	700.00	300.00	1000.00	800.00	800.00	0.00
f. Lead Tchrs	500.00	1250.00	-----	1250.00	750.00	750.00	0.00
g. St Wrkrs	0.00	0.00	1675.00	1675.00	1675.00	0.00	1675.00
Sub-Total I. a-->g	15146.26	15501.00	7496.00	22997.00	7850.74	4662.00	3188.74
II. OFFICE EXPENSES							
a. Supplies	761.18					500.00	
b. Duplicat'g	386.96					350.00	
c. Printing	220.08					0.00	
d. Bks&Things	126.76					50.00	
e. Misc	5.70					0.00	
Sub-Total II. a-->e	1500.68	2680.00	0.00	2680.00	1179.32	900.00	279.32
f. PSAs	0.00	500.00	0.00	500.00	500.00	0.00	500.00
g. Clrnghse	1333.09	3000.00	0.00	3000.00	1666.91	1316.99	349.92
h. Printer	365.40	0.00	1824.00	1824.00	1458.60	0.00	0.00*
i. Postage	453.19	924.00	296.00	1220.00	766.81	50.00	716.81
j. Telephone	1049.70	1652.00	612.00	2264.00	1214.30	100.00	1114.30
Sub-Total II. f-->j	3201.38	6076.00	2732.00	8808.00	5606.62	1466.99	2681.03
Sub-Total II. a-->j	4702.06	8756.00	2732.00	11488.00	6785.94	2366.99	2960.35
III. TRAVEL EXPENSES							
a. Travel-PD	2013.20					0.00	
b. Travel-L-Tchr	88.26						
c. Travel-Con						350.00	
Sub-Total III. a-->c	2101.46	2695.00	1129.00	3824.00	1722.54	350.00	1372.54
GRAND TOTALS I. -->III.	21949.78	26952.00	11357.00	38309.00	16359.22	7378.99	7521.63

*SEMO policies stipulate that only a portion of the indirect costs of a project are available to that project.

Budget Rationale

We are proposing to extend the Project through July and August of 1986. Personnel requirements include considerable secretarial assistance and perhaps some research assistance. The Director will not be paid for those months from Project budget funds. The personnel who have held the positions of Project Secretary and Project Research Assistant have been highly satisfactory. Their assistance has been and is invaluable.

The individual in the Research Assistant position, a SEMO graduate student, averaged some 20 hours per week during the Spring semester, but since mid-May, has worked on an extremely limited basis for the Project because of graduate internship commitments and coursework requirements at Southern Illinois University at Carbondale so that he can finish masters degree requirements this summer. Only a very few hours in the service of the Project are anticipated for the remainder of the summer.

The individual currently in the Project Secretary position has provided yeoman service to the Project, working especially long hours in recent weeks in order to achieve Project objectives and to meet Project deadlines. She has, in essence, worked 40 hours per week, even working some days when the University was closed. In that time, she has learned the University's purchasing procedures and other administrative procedures such that she now is very capable in the Project Secretary position.

We are proposing herein to modify the Project budget so that some funds itemized for the Project Research Assistant can be allocated to the Secretary position. Consequently, the secretary could continue to work nearly 40 hours per week during the extension period, aiding the Director with data entry in both Clearinghouse databases, checking purchase orders as additional materials are received, facilitating newsletter preparation and dissemination, preparing correspondence and publicity information in general and about potential August in-service workshops.

Budget line items would be modified as follows:

Item	Total Spent	Total Budget	Amount Remaining	Budget Adjustment	Revised Budget
I. PERSONNEL EXPENSES					
(a) Secretary	2709.33	3951.00	571.67	+828.33	1400.00
(b) Rsch Asst	807.93	1800.00	942.07	-828.33	113.74

At this point, other budget items seem impractical in light of Project objectives. For example, after June 30, well over $1000 will remain for telephone services, over $700 for postage, and some $500 for public service announcements. We propose that many of these funds could, at this point in the Project, be better invested in the purchase of either (1) a computer and related peripherals for the Clearinghouse office or (2) additional materials for the Clearinghouse collection.

Budget line items would be modified as follows:

Item	Total Spent	Total Budget	Amount Remaining	Budget Adjustment	Revised Budget
(a) PSAs	0.00	500.00	500.00	-500.00	0.00
(b) Postage	453.19	924.00	766.81	-400.00	366.81
(c) Telephone	1049.70	2264.00	1114.30	-750.00	364.30
TOTAL ADJUSTMENTS				1650.00	

We propose that this amount of $1650.00 could be better invested in either of two ways. First, this amount represents enough to purchase an Apple //e computer with sufficient memory to support Clearinghouse databases, similar to the computer that has been loaned to the Project by Kent Library since November, 1985. The library has requested that the computer be returned shortly after the first of July, 1986. Second, spending this amount of money for instructional materials would mean a significant expansion of the materials collection in Kent Library, especially in terms of computer software, supplementary reading materials that complement basal text series, and other similar teaching (and teacher) aids for foreign language teachers. In our view, either of these equally acceptable alternatives is preferred to the present budget items.

Finally, nearly $1400 remains for Project travel needs. We anticipate that some of these funds will be needed to support the travel requirements of both the Project Director and the Project Consultant if this proposal is accepted.

However, we do not anticipate needing the entire amount remaining during the extended grant period. Any travel funds unencumbered by August 31, 1986, would be returned to the CBHE, as a matter of course, along with all other unencumbered CBHE funds from all budget items.

APPENDIX D

FLIC Newsletters

Vol. 1, Nos. 1, 2, 3, 4

Foreign Language Information Clearinghouse

NEWSLETTER

Volume I, Number 1 March 1986

A Word (or Two Thousand) from the Director/Editor

Welcome to the FLIC Newsletter, what I hope will be a regular feature in your mailboxes, both this spring and in the future. I hope to include in these pages information that will be of use to you "on Monday morning," that is, that you can use in improving your instruction in foreign languages. I want this to be "your" newsletter: a forum through which you can communicate with your colleagues by sharing your ideas, concerns, aspirations, and observations on the foreign language education enterprise. Let us hear from you, please!

This newsletter is possible through a grant from Missouri's Coordinating Board for Higher Education (CBHE). The funding originates from federal funds provided in the 1984 Education for Economic Security Act in the form of block grants to state higher education agencies. The CBHE issued a "Request for Proposals" in the summer of 1985, to which I responded. Lo and behold the proposal got funded and here we are.

PROJECT DESCRIPTION, GOALS, AND OBJECTIVES

The Foreign Language Information Clearinghouse project is a cooperative venture among public and private schools, SEMO University's Kent Library, the Southeast Missouri Foreign Language Teachers Association, and the University with the express goal of **improving classroom instruction in critical foreign languages**. The project has three primary objectives:

* To conduct a comprehensive census of foreign language teachers in public and private schools in the 25-county SEMO service area, and build and maintain a "demographic" data base of information about the breadth and depth of foreign language instruction in Southeast Missouri.

* To build a comprehensive collection of instructional materials in foreign languages, to catalog and house them in Kent Library, and to build a "bibliographic" data base about the collection for networking purposes.

* To offer in-service workshops for practicing teachers in public and private schools, tailored to meet the specific needs of small groups of teachers on site in their schools.

ABOUT THE CENSUS. . .

We want to know who you are, where you teach, at what levels, using which materials, what training you already have and what additional training, if any, you would like to obtain. We want to know about the program in your district or school, its breadth and depth, its goals and objectives. We want to know this information so that we can refer Clearinghouse patrons who have specific questions about curriculum development or instructional strategies to practitioners who have successfully dealt with such specific issues and who may live and work nearby.

ABOUT THE CLEARINGHOUSE COLLECTION. . .

We want you to be able to come to Kent Library here on our campus and examine the wide range of instructional materials in the Clearinghouse collection, from basal text series to supplemental readers to computer software, so that you can make program decisions from a first-hand knowledge base. Plus, via information in the "demographic" data base, we can put you in touch with teachers who are using the materials you are interested in for their perceptions of the quality of the materials in their programs. We will have names, addresses, and phone numbers of those individuals, and I believe that that will be a "real service" as you make decisions about which materials to buy for your classes.

ABOUT THE IN-SERVICE WORKSHOPS. . .

Finally, we want to help you improve your classroom skills through workshops and graduate-level instruction in foreign language education and in language-specific advanced-level courses such as intensive conversation or advanced grammar review. My conversations with teachers in workshops this spring have convinced me that you, as I am, are eager to have a chance to improve the way we teach languages as well as to improve our own language skills. My training and experience is in foreign language pedagogy, and while my expertise may be limited in some areas, I can and am happy to share what I have learned about language instruction, and I have the budget to hire "lead teachers" for workshops that fall beyond my expertise and experience. In other words, if you and your colleagues would like to have more information about any given subject, contact us here at the Clearinghouse, and we will see to it that you get the information you seek. Again, let us hear from you!

SUMMER WORKSHOP(S) FOR GRADUATE CREDIT!!!

In that regard, this summer we are offering a one-credit, graduate-level workshop on computer-assisted language learning here at the University. We will show you how to use word processing, data bases, and electronic spreadsheets to your advantage in your classes. In future semesters, we hope to offer intensive language seminars, grammar review courses, as well as methodology workshops, many "out there" where you live and work ("the mountain comes to Mohammed"), and all for graduate credit. But, we need to know what you need and/or what you want. You have to communicate with us!

Your comments and inquiries about this newsletter, about the Project, about our services, about our profession in general are most welcome. We will be happy to turn these pages into a communications forum for foreign language teachers in the region. Then, we will have been successful.

Best wishes for a successful spring semester.

Leon Book, FLIC Director

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COMMENTS FROM DR. FRED GOODWIN, DEAN, COLLEGE OF HUMANITIES:

With this brief note I am pleased to commend the department of foreign languages for establishing the new Foreign Language Information Clearinghouse as a resource for our colleagues in area secondary schools. As we move into the final years of the twentieth century, there is no doubt that study of languages other than the one into which we have been born will assume greater importance in the American education system. Evidence is beginning to mount. Over 160

high schools in the service area of Southeast Missouri State University offer study in foreign languages. The state's Coordinating Board for Higher Education has identified critical needs for Missouri in post secondary education in areas of mathematics, science, computer learning, and foreign languages. New emphasis in international studies at the University plus a commitment for regeneration of our language laboratory and support for Dr. Leon Book's outreach to area high schools signify a commitment to language studies. I support these directions wholeheartedly and offer best wishes to those of you whose careers and personal interest help to reinforce the emphasis which must be placed on learning languages other than our own.

Fred B. Goodwin, Dean
College of Humanities

A Note from Dr. Dan MacLeay, Chairperson of SEMO's Foreign Language Department

Since becoming chairperson of the Foreign Language Department last August, I have seen quite a few promising developments and exciting possibilities in our efforts to promote the study of foreign languages and cultures.

The FLIC Project, as initiated and directed by Dr. Book, has already contributed to the cooperation between area language professionals. The Project will support these efforts in the future and will also establish a resource center for foreign language materials. The faculty of the Foreign Language Department will continue to support the goals of the Project.

The question of articulation between secondary schools and the University, addressed at discussions in FLIC-sponsored activities and at state and local meetings, is an important topic. The recent implementation of the Department's "Retroactive Credit Program," which offes college credit for previous study of French, German, or Spanish, is another example of our efforts to encourage language study and to integrate the high school and college experience. Further, all faculty in the Department are currently studying class content and skill levels in order to facilitate placement and testing, as well as to provide this information to teachers in the area.

We are also trying to encourage study abroad. All of us know that such an experience is invaluable to language training, to cultural awareness, and to personal development. The University offers several programs, including the International Student Exchange Program (ISEP), which offers low-cost exchange opportunities for university students. Next year we expect to have students in Colombia, Spain, and France.

As you can see, there are exciting developments here in Southeast Missouri which confirm the national trend to emphasize the importance of foreign languages. I hope that we can all work together in order to provide the best opportunities to our students.

Dan MacLeay, Chairperson
Foreign Language Department

EDITOR'S NOTE: Readers interested in more information on ISEP or the Retroactive Credit Policy mentioned by Dr. MacLeay are urged to contact the Clearinghouse.

FLIC Brochure Updates and Corrections

There are two significant changes in the informational brochure about the Clearinghouse. The first change refers to the toll-free (800) number planned for March, April, and May while the second refers to tuition charges for the summer computer workshop to be offered here at the University.

TOLL FREE NUMBERS

We had to abandon the idea of the toll free number here because of unanticipated and unexpectedly high charges for installing phones in the Clearinghouse office, located in Scully 101 as of this writing. With permission from the fundor, Missouri's Coordinating Board for Higher Education (CBHE), we changed the Clearinghouse budget to eliminate the toll free number (the expenses for which would have totaled almost $1,200 for the three months) to permit increased funding for our long distance budget and to pay for the installation and anticipated moving of the phone service when the University Schools closes at the end of May. Clearinghouse patrons are encouraged to contact us here at 651-2688, and we will be happy to return the call (on us!).

NO TUITION FOR SUMMER WORKSHOP

Also, the brochure is incorrect about the charges to students for the one-hour graduate-level computer workshop to be taught June 17-21 here in the Scully Building on the SEMO campus. We had originally believed that enrollees would be obliged to pay for their tuition for the one hour's graduate credit while the Clearinghouse provided all instructional materials. Fortunately, we erred! Enrollees will no longer be obliged to pay tuition. All costs for the workshop, including tuition, will be provided by the Clearinghouse grant budget!!

Patrons are encouraged to enroll at their earliest convenience. Enrollment is limited to the first 20 students who sign up for what is anticipated to be a most valuable experiences in learning to use computers and software to advantage in foreign language classrooms. Prospective students may enroll now by contacting us here at the Clearinghouse. Write to:

Leon Book, Director
Foreign Language Information Clearinghouse
Scully 101
Southeast Missouri State University
Cape Girardeau, MO 63701

Phone inquiries are also welcome: 651-2688. Prospective students may also wish to contact SEMO'S Graduate Office if they wish to take any other courses this summer.

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At Least Three Mini-Workshops Scheduled for April 1986

At least three mini-workshops have already been scheduled for foreign language teachers in the 25-county region during the month of April, with perhaps more to come. Through the cooperation of school superintendents, building principals, and individual FL teachers, we have arranged to meet with small groups of teachers in New Madrid, in Pacific, and in Hillsboro, detailed below.

9New Madrid, April 8

Teachers from New Madrid, Pemiscot, and Mississippi counties have been invited to participate in a day-long workshop at New Madrid County Central (NMCC) High School in New Madrid. Caruthersville Superintendent Carl Hutchinson and New Madrid County R-I Superintendent Ray Melton have supported the workshop and NMCC French teacher Carolyn Lovett has made the local arrangements. Their support is gratefully acknowledged. The morning session will feature a demonstration of the so-called Silent Way of teaching foreign languages, and the afternoon will see a hands-on demonstration of using AppleWorks, an "application" software package, in foreign language classes. Teachers from Sikeston Public Schools have also been invited.

Pacific, April 11

Teachers from Crawford, Dent, Franklin, Gascondade, Iron, and Washington counties have been invited to a half-day workshop at Pacific High School on April 11, thanks to the cooperation of Dr. Howard Neeley, Superintendent of the Meramec Valley R-III school district and Pacific High School Principal Kirk Eidson. The Friday afternoon workshop will focus on using AppleWorks. The facilitator of the computer demonstration is Dr. Lloyd Klinedinst, Director of Computer Education for the Parkway School District in St. Louis County. Lloyd is the consultant to the Clearinghouse Project, and is eminently qualified to present such a workshop.

Hillsboro, April 22

The Clearinghouse will sponsor a second workshop on AppleWorks at Jefferson College in Hillsboro on April 22. The members of the Jefferson County Superintendents Association in general and Mr. Robert Tucker of Festus R-VI in particular (he is a "Project Participant") are to be commended for their generous support of these efforts. This workshop, too, will be facilitated by Lloyd Klinedinst and promises to be very worthwhile.

If teachers in the counties mentioned above have not received information about these workshop opportunities, they should contact Leon at (314) 651-2688 at their earliest convenience.

Likewise, teachers that would like to have a workshop arranged for their areas are encouraged to contact Leon to discuss the possibilities. Inquiries are welcome!

==========

THE IDEA FILE:

Here are some ideas you might like to try sometime:

"Chain Words": Ask a student to give you a word, any word. The next student "in the chain" must give a word that begins with the final letter of the word before. For example, if the first student says "pluma," then the next student might say "azul," followed by "leon," and so forth. Some teachers find this game not only an excellent "filler" at the end of a period but also a good way to review vocabulary, especially if the student have to be able to give the English equivalents of the words they use.

"Scrabble": Some students are frustrated when they cannot come up with a "good" word at their turn. In order to reduce their anxiety, consider this rule "change": students may spell English words if they so desire, but if they use a target-language word, they score double what they would have

scored for an English word. So, a foreign language word placed on a double-word square counts four times the total of the tiles. Odds are that students will spell a foreign language word. Another variation is to give additional consideration to words that the students have had in class as opposed to a word they have found in the dictionary. Still another variation is to give extra points for a conjugated verb form.

Barbara Synder, a junior high Spanish teacher in Ohio and a leading foreign language educator on the national scene, has an innovative approach to teaching the parts of the body. She decries asking students the foreign language version of "How many eyes do you have?" and other such similar questions about quantities of body parts, calling such questions "stupid." (It is rather difficult to work "I have two eyes" into a normal conversation.) Rather, Dr. Synder has her students draw some sort of horrible monster with, for example, six eyes, two necks, one leg, one hair, and, perhaps, four noses. She can then quiz the students about their monsters, or, better yet, she puts them in dyads in which one student describes his/her monster while the other student draws what is being described. Then the two students compare their two drawings. She also sometimes puts the students' work on the bulletin board, numbered or lettered in some fashion but without the students' names. A student then reads a description of his/her monster, and the class must write down the number or letter of that monster from the description. There are numerous other variations of this idea.

Readers are encouraged to submit their successful ideas to the Clearinghouse for inclusion here in subsequent issues (with all due credit as to source!). Let us hear from you!

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"Certificated Personnel" List Provides Clues About Breadth of SEMO Foreign Language Instruction

The Department of Elementary and Secondary Education (DESE) in Jefferson City provided a list of personnel "certificated" to teach foreign languages in the 25-county SEMO service area. Thanks to Susan in SEMO's Computer Center, the DESE list reveals the following preliminary statistics about the breadth of language instruction in those 25 counties:

Language	No. of Teachers
Spanish	164
French	110
German	47
Latin	16
Hebrew	3
Russian	2
Junior High (all languages)	104
Elementary (all languages)	5
Total	451

Readers should note, however, that the 451 total is somewhat inflated in that teachers who teach two languages, for example, are included on both lists and that some teachers who teach on both high school and junior high levels may be on two lists. On the other hand, these data are for public school teachers only, since certification is not required for private school teachers, although many teachers in private schools do indeed have such certification. To illustrate, the editor of this Newsletter, Leon Book, who

teaches both Spanish and French at the University Schools and who is fully certificated in both languages, is not on any of the lists, apparently because DESE considers the lab school "private." However, in spite of these statistical glitches, one may reasonably assume that there are at least 300 foreign language teachers in the public and private schools in Southeast Missouri.

FLIC CENSUS STUDY IN PROGRESS. . .

The Clearinghouse is currently surveying all public and private schools in the 25-county area to conduct a comprehensive and more accurate census of foreign language teachers. Results of the census will reveal additional details of the breadth and depth of language instruction in this quadrant of Missouri.

Those data will be reported in subsequent issues of this Newsletter and through other media as well.

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Northeast Conference Newsletter Is "Newsy" Source of FL Information

One very "newsy source of information for foreign language teachers is the **Northeast Conference on the Teaching of Foreign Languages Newsletter**, published in February and September each year by the Northeast Conference, Middlebury, Vermont. It is available free of charge "to all persons wishing to advance the teaching of foreign language and international studies upon submission of their name, address, and subjects and educational levels represented." The **Newsletter** publishes articles, anecdotes, brief accounts of successful teaching practice, and short news items pertaining to foreign language and international studies education.

To illustrate, the February 1986 issue features articles on textbook selection, using films in class, grouping foreign language classes, and includes film reviews as well as computer software reviews. The current 64-page issue also contains short news items and several advertisements of products of interest to Southeast Missouri foreign langauge teachers.

Teachers interested in receiving this newsworthy publication, again, **free of charge**, may do so by simply sending name, address, and subjects and educational levels represented to:

NEWSLETTER EDITOR
Box 623
Middlebury, VT 05753

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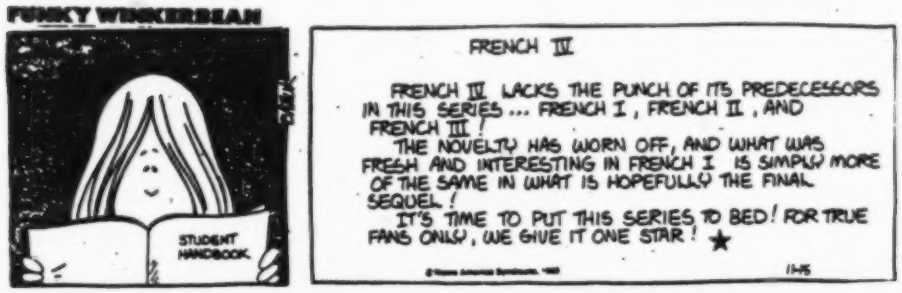
Mais ce n'est pas juste!! (??)


FUNKY WINKERBEAN
STUDENT HANDBOOK
FRENCH III
FRENCH III LACKS THE PUNCH OF ITS PREDECESSORS IN THIS SERIES... FRENCH I, FRENCH II, AND FRENCH III!
THE NOVELTY HAS WORN OFF, AND WHAT WAS FRESH AND INTERESTING IN FRENCH I IS SIMPLY MORE OF THE SAME IN WHAT IS HOPEFULLY THE FINAL SEQUEL!
IT'S TIME TO PUT THIS SERIES TO BED! FOR TRUE FANS ONLY, WE GIVE IT ONE STAR! ★

Below is a list of textbook titles published since 1980 already in the Clearinghouse collection. Patrons may soon examine these materials (many with demo tapes and some with demo computer software!) in the Instructional Materials Center of SEMO'S Kent Library. Or, readers may contact the Clearinghouse now.

Title	Publisher	@C
Nueva Vista, Annotated Teacher's Ed.	Allyn and Bacon	1982
Multivista Cultural	Allyn and Bacon	1982
Vista Hispanica (Workbook for)	Allyn and Bacon	1982
Vista Hispanica (Teacher's Ed)	Allyn and Bacon	1982
Nueva Vista (Workbook for)	Allyn and Bacon	1982
Multivista Cultural (Teacher's Guide)	Allyn and Bacon	1982
Spanish for Mastery Sample Pack	D. C. Heath	1984
Spanish for Communication 2nd ed.	D. C. Heath	1984
Panorama, Lectures Faciles 1	D. C. Heath	1983
Panorama Lectures Faciles 2	D. C. Heath	1982
Nouvelles lectures libres	D. C. Heath	1982
Nouvelles lectures libres	D. C. Heath	1982
Lecturas periodisticas 3rd Ed.	D. C. Heath	1986
French for Mastery Sample Pack	D. C. Heath	1982
French for Fluency Teacher's Ed.	D. C. Heath	1985
En Mouvement A French Cultural Reader	D. C. Heath	1984
En Mouvement	D. C. Heath	1984
Dia a Dia Spanish for Mastery Workbook	D. C. Heath	1981
Dia a Dia Spanish for Mastery Teacher's Ed.	D. C. Heath	1981
De aqui y de alla 2nd Ed.	D. C. Heath	1986
Bienvenidos Spanish for Mastery Workbook	D. C. Heath	1981
Bienvenidos Spanish for Mastery Teacher's Ed.	D. C. Heath	1981
Album Cuentos del Mundo Hispanico	D. C. Heath	1984
French for Mastery (Sample Packet)	D. C. Heath	1984
Perspectives francaises 1 cassette	EMC Publishing	1981
Perspectives francaises 2, Workbook	EMC Publishing	1982
Perspectives francaises 2	EMC Publishing	1984
Perspectives francaises 1 Teacher's Ed.	EMC Publishing	1984
Perspecives francaises 1, Workbook	EMC Publishing	1982
Perspecives francaises 1	EMC Publishing	1984
Nuestros amigos, Cuaderno de actividades 1	Harcourt Brace	1980
Nos Amis, Cahier d'Activites	Harcourt Brace	1980
Le Monde des Jeunes, Cahier d'Exercices	Harcourt Brace	1982
El Mundo de la Juventud, Teacher's Test Booklet 2	Harcourt Brace	1980
El Mundo de la Juventud, Teacher's Ed.	Harcourt Brace	1980
El Mundo de la Juventud, Cuaderno de ejercicios 2	Harcourt Brace	1981
El Mundo de la Juventud, Cuaderno de actividades 2	Harcourt Brace	1982
El Mundo de la Juventud	Harcourt Brace	1980
A Lire Absolument!	Harcourt Brace	1982
Auf dem Wege!	Harcourt Brace	1983
Pack den rucksack! Ein lesebuch fur junge tourist	Harcourt Brace	1982
Kaleidoskop	Harcourt Brace	1985
Kaleidoscope	Harcourt Brace	1985
Le Monde des Jeunes	Harcourt Brace	1980
Calidoscopio	Harcourt Brace	1985
Book II Spanish, A Modular Approach 2nd Ed.	Harper & Row	1982
Book I SPANISH A Modular Approach 2nd Ed.	Harper & Row	1982
Vamos! Instrucor's Ed.	Heinle & Heinle	1985
Interculture, Lectures et Activites	Heinle & Heinle	1983
Interaction, Revision de Grammaire Francaise	Heinle & Heinle	1983
Interaction, Cahier de Laboratoire et de Travaux P	Heinle & Heinle	1983
Interaction Tapescript	Heinle & Heinle	1983
Interaction Instructor's Manual	Heinle & Heinle	1983
Cambios de la cultura Hispanica	Heinle & Heinle	1983
French Today sample cassette	Houghton Mifflin	1982
French Today Posters Teacher's Guide	Houghton Mifflin	1982
French Today Flashcards Teacher's Guide	Houghton Mifflin	1982
French Today 2 Workbook Teacher's Annotated Ed.	Houghton Mifflin	1982
French Today 2 Teacher's Annotated Ed.	Houghton Mifflin	1982
French Today 1 Workbook Teacher's Annotated Ed.	Houghton Mifflin	1982
French Today 1 Teacher's Test Guide	Houghton Mifflin	1982
French Today 1 Teacher's Annotated Ed.	Houghton Mifflin	1982
French Today 1 Cassettes Teacher's Guide	Houghton Mifflin	1982

Titles published since 1980 in Clearinghouse collection: continued!

Title	Publisher	@C
En Route	Macmillan	1986
En Route Workbook and Tape Manual	Macmillan	1986
Pret A Lire Prose et Poemes Choisis	Macmillan	1980
Pret a Lire prose et poemes choisis	Macmillan	1980
Les Joies de la lecture	Macmillan	1980
Les Joies de la Lecture	Macmillan	1980
Italian Grammer	McGraw-Hill	1982
Cuentitos Simpaticos	National Textbook	1983
Cuentos Simpaticos	National Textbook	1983
Dialogos Simpaticos	National Textbook	1984
Petits Contes Sympathiques	National Textbook	1984
Everyday Conversations in Spanish	National Textbook	1983
Everyday Conversations in French	National Textbook	1981
Contes Sympathiques	National Textbook	1984
La Momia Desaparece	National Textbook	1982
Cuentos Simpaticos	National Textbook	1983
Un Verano Misterioso	National Textbook	1982
El Cid	National Textbook	1983
La herencia	National Textbook	1982
El Ojo de Agua	National Textbook	1981
La casa embrujada	National Textbook	1982
Guide to Spanish Idioms	National Textbook	1980
El secuestro	National Textbook	1984
Cuentos Simpaticos	National Textbook	1983
Les Trois Mousquetaires	National Textbook	1983
Le Comte de Monte-Cristo	National Textbook	1983
Varietes	National Textbook	1982
L'affaire du cadavre vivant	National Textbook	1980
Histoires celebres	National Textbook	1981
Les Assassins du Nord	National Textbook	1981
L'affaire quebecoise	National Textbook	1982
La Drole D'equipe	National Textbook	1981
Les Contrebandiers	National Textbook	1983
Visages du Quebec	National Textbook	1980
Asi Escribimos Answer Key	National Textbook	1984
Ya Escribimos Answer Key	National Textbook	1985
A Escribir Answer Key	National Textbook	1982
El Secuestro	National Textbook	1981
L'Affaire du cadavre vivant	National Textbook	1985
L'Affaire Quebecoise	National Textbook	1983
L'Affaire des tableaux voles	National Textbook	1984
L'Affaire des trois coupables	National Textbook	1983
L'Invasion de la Normandie	National Textbook	1981
Cuentitos Simpaticos Teachers Guide	National Textbook	1983
Cuentos Simpaticos Teachers Guide	National Textbook	1982
Dialogos Simpaticos Teachers Guide	National Textbook	1984
Zapata (biografia del personaje)	Oscar Rene Cruz O.	1980
Porfirio Diaz (biografia del personaje)	Oscar Rene Cruz O.	1981
Francisco Villa (biografia)	Oscar Rene Cruz O.	1981
Lazaro Cardenas (biografia)	Oscar Rene Cruz O.	1980
Moctezuma (biografia)	Oscar Rene Cruz O.	1981
Madero (biografia)	Oscar Rene Cruz O.	1981
Hidalgo (biografia)	Oscar Rene Cruz O.	1981
Spanish Verbs and Essentials of Grammar	Passport Books	1984
French Verbs and Essentials of Grammar	Passport Books	1985
Getting Started in Spanish	Usborne Publishing	1980
Welcome to Spain	Usborne Publishing	1980
A Guide to the Selection of Spanish Materials	Western Continenta	1986

Por Favor... If You Please... S'il Vous Plait... Bitte...

Have we reached all the foreign language teachers in your school? in your district? Is there anyone else we should add to our mailing list? Is the mailing label we used to reach you correct in every detail? If not, make the corrections on the label (below), tear off this last page, and send it to us. Likewise, send us the names and addresses of other teachers and administrators that might find this newsletter of interest. The form below is for your convenience. We are grateful.

Name_____

Position/Title_____

School_____

Mailing Address_____

City_____ST_____Zip_____

County_____

SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701-4799
Foreign Language Information Clearinghouse
#200580

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Recognizing its responsibilities regarding Section 504 of the Rehabilitation Act of 1973, SEMO is committed to providing all students equal access to its educational opportunities. If you have a handicap, contact the Dean of Students' Office for assistance with class scheduling, parking, transportation, study aids, etc. To allow us to anticipate your special needs, contact us prior to arrival.
Southeast Missouri State University is committed to providing leadership in taking affirmative action to assure equal educational and employment rights for all persons, without regard to sex, handicap, race, or other legally protected classifications. This policy is placed in this document in accordance with state and federal laws including Title IX of the Educational Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973. This policy extends to disabled veterans of the Vietnam era. Please direct equal opportunity inquiries to Dr. Edward Spicer, Affirmative Action Officer, Southeast Missouri State University, Cape Girardeau, MO 63701-4799, (314) 651-2324.

Foreign Language Information Clearinghouse

Personnel/Program Questionnaire

Name: (Mr.) (Ms.) (Dr.)_____
School:_____
School District:_____County:_____
School Mailing Address:_____
City:_____State: MO Zip:_____
School Phone:(_____) _____-_____ Best time to call:_____AM PM

1. Which best describes your school? (circle letter) a. public b. private c. parochial d. academy e. Other (specify)_____

2. Language(s) you teach (check):

	Sections per day: (circle)
__French	1 2 3 4 5 6 7 8
__Spanish	1 2 3 4 5 6 7 8
__German	1 2 3 4 5 6 7 8
__Other (specify)_____	1 2 3 4 5 6 7 8

What other subjects do you teach, if any?_____
How many total non foreign language sections?_____

3. How many years of foreign language instruction are available in your district, to the best of your knowledge?

Language (specify)	Years of instruction (circle number)
I._____	1 2 3 4 5 6 7+
II._____	1 2 3 4 5 6 7+
III._____	1 2 3 4 5 6 7+
IV._____	1 2 3 4 5 6 7+
V._____	1 2 3 4 5 6 7+

4. Grade level(s) you teach: (circle all that apply)
K 1 2 3 4 5 6 7 8 9 10 11 12 college-level

5. How many students in total do you have in all your foreign language classes? _____

6. Your level of education (circle letter):
a. bachelors b. bachelors + ____hrs. c. masters d. masters + ____hrs. e. doctorate f. Other_____

7. If you have completed graduate credits, were they: (check all that apply)
In a specific language? __No __Yes, in _____
In education in general? __No __Yes
In foreign language education in particular? __No __Yes
In some other discipline? __No __Yes, in_____
At which institution(s)?_____
Year last graduate credits earned:_____

8. List all areas and levels of certification:

	Area	Level
Ex.	Spanish	K-9
Ex.	Social studies	7-12
I.		
II.		
III.		

9. Years of foreign language teaching experience, including this year: (circle letter) a. 1-4 b. 5-9 c. 10-14 d. 15-20 e. 20 or more

10. Are you a native speaker of a language you teach? ___No ___Yes, Of which language(s)?_____

11. Does your school or district have the following "administrative" positions? (check all that apply)

	Yes	No
Foreign language department chairperson	___	___
Foreign language curriculum specialist	___	___
Curriculum coordinator (generalist)	___	___

12. Please give the title and publisher of the BASAL TEXT SERIES used in the language classes you teach:

	Language (specify)	Basal Text Series	Publisher
Ex.	French	French for Mastery	D.C. Heath
I.			
II.			

13. Many basal text series publishers provide materials to supplement and complement the text series (e.g., tapes or workbooks). Please provide information about publisher-provided supplementary materials you use to support your basal text series for each foreign language cited on Item 12, lines I and II:

Language I:_____

Supplementary Materials:	Available from publisher?			Purchased for your classes?		
	Yes	No	Not sure	Yes	No	Not sure
Grammar Workbooks	___	___	___	___	___	___
Culture Workbooks	___	___	___	___	___	___
Audio Tapes	___	___	___	___	___	___
Video Tapes	___	___	___	___	___	___
Film Strips	___	___	___	___	___	___
Computer Software	___	___	___	___	___	___
Other:_____	___	___	___	___	___	___
_____	___	___	___	___	___	___

Language II:_____

Supplementary Materials:	Available from publisher?			Purchased for your classes?		
	Yes	No	Not sure	Yes	No	Not sure
Grammar Workbooks	___	___	___	___	___	___
Culture Workbooks	___	___	___	___	___	___
Audio Tapes	___	___	___	___	___	___
Video Tapes	___	___	___	___	___	___
Film Strips	___	___	___	___	___	___
Computer Software	___	___	___	___	___	___
Other:_____	___	___	___	___	___	___
_____	___	___	___	___	___	___

14. What instructional resources are available to you and to what extent do you use them? (Check all that apply.)

Resources:	Available?		Extent of Use:				
	Yes	No	Daily	Often	Sometimes	Seldom	Never
___Language Laboratory	___	___	_____	_____	_____	_____	_____
___Microcomputers	___	___	_____	_____	_____	_____	_____
___Apple	___	___	_____	_____	_____	_____	_____
___Commodore	___	___	_____	_____	_____	_____	_____
___Tandy	___	___	_____	_____	_____	_____	_____
___Other:_____	___	___	_____	_____	_____	_____	_____
___"Application Software" (e.g., Wordprocessing)	___	___	_____	_____	_____	_____	_____

15. May we give your name, address, and/or telephone number to teachers examining the materials in the Clearinghouse collection in order that they may contact you for additional information on the materials you are using?

___Yes ___No Initial here please:_____

16. If you have any comments and/or suggestions on either the survey in particular or the Project in general, please feel free to write them here or on another sheet:

Foreign Language Information Clearinghouse

NEWSLETTER

Volume I, Number 2 April 1986

EDITOR'S CORNER

In this issue, we are reporting several details of the March 14 meeting of the SEMO Foreign Language Teachers Association (SEMO FLTA) held at the Holiday Inn here in Cape Girardeau. The meeting was sponsored by the Southeast District of the Missouri State Teachers Association (MSTA), and many of the readers of this Newsletter live in counties that are assigned to other MSTA districts.

The editor had the pleasure of attending the SEMO FLTA meeting, and we reproduce much of the information shared at that meeting because we believe that it is of interest to our readers.

The purpose of this note is to invite the officers of other similar foreign language teachers associations, whether in association with MSTA or other state teachers associations, to correspond with us about their meetings, both in the recent past and in the future. We will be most happy to publish brief descriptions of local and district meetings and announcements of future meetings. Write to the editor:

Leon Book, Editor
FLIC Newsletter
Foreign Language Information Clearinghouse
Southeast Missouri State University
Cape Girardeau, MO 63701-4799

We also note that considerable attention is paid to the editor's recent experience in attending the Central States Conference on the Teaching of Foreign Languages (CSC), April 2-5, in Milwaukee, Wisconsin. Our point here is that such conferences in general and that CSC in particular are especially good sources of innovative ideas, of methods and techniques, and for professional update and renewal.

It may be obvious that this writer thoroughly enjoys such meetings. There, practitioners have the unique opportunity to meet and interact with the recognized leaders of the profession about topics of mutual interest. Teachers can examine the latest in instructional materials from the tens of exhibitors displaying their best products. Plus, there is some perverse joy in learning that other teachers have similar problems and concerns to ours.

Readers are strongly encouraged to attend, to participate, to present ideas at such conferences at local, state, regional, and national levels.

CORRECTION (CLARIFICATION)

We believe that we may have misinformed, if not misled, some readers in the last issue of the Newsletter. We have built (and are continuing to build) a sizable collection of instructional materials in the Clearinghouse, and we are both excited and gratified by the interest shown already in the collection.

Unfortunately, the collection is currently unavailable for review. That is what we did not make clear in our last communication. Our colleagues in Kent Library here on our

campus are in the final stages of a year-long remodeling project of the third and fourth levels of the building. It is in this remodeled area that the Clearinghouse collection will eventually be housed. That space may not be ready until June.

The materials we have collected are, quite frankly, in boxes in a corner of the Clearinghouse office. Teachers who want (or need) to look at them may do so, certainly, but must understand that we are in a transition stage at this point.

As soon as the materials are available for review in Kent, we will use this space for appropriate announcements. Both we here in the Clearinghouse and the librarians in Kent responsible for the Instructional Materials collections appreciate your understanding and cooperation.

FLIC "CENSUS QUESTIONNAIRE" IN THE MAIL

A primary objective of the FLIC project is to conduct a comprehensive census of the foreign language teachers in public and private schools in the 25-county SEMO service area. A brief questionnaire is in the mail as of this writing, and teachers on the mailing list for this newsletter should have received it already. **If not, please call the Clearinghouse (651-2688) immediately.**

Our piloting of the questionnaire showed that it takes approximately 10 minutes to complete. The data we collect will provide us a "demographic" data base that will show the depth and breadth of foreign language instruction in this quadrant of Missouri and will also provide improved communications with the foreign language education community.

We need your cooperation in this effort. Please return the questionnaires at your earliest convenience. Any questions or concerns may be directed to the Clearinghouse at the address above.

SEMO FOREIGN LANGUAGE TEACHERS DISCUSS CLASSROOM GAMES, DISTRICT FAIR, FLAM CONFERENCE, OTHER TOPICS

The SEMO Foreign Language Teachers Association (SEMO FLTA) met March 14 at the Holiday Inn in Cape Girardeau in conjunction with the SEMO District Association of the Missouri State Teachers Association, Ms. Sergia Pecaut of Perryville High School, President, presiding. After the luncheon, the program included announcements about the 1986 FLAM meeting in Hannibal during the weekend of October 18, about the District Foreign Language Fair, sponsored by the SEMO FLTA and hosted by Ms. Linda Wood and the students of Dexter High School, election of officers for 1986-87, and a program on "Creative Games for Foreign Langauges" by Mr. Bill Durham of Fredericktown. (All the activities mentioned above are detailed elsewhere in this Newsletter.)

SEMO FLTA officers for 1986-87 are:

Ms. Linda Wood, Dexter, President
Ms. Jean Mowrer, Kennett, Vice-President
Ms. Joan Whisman Goans, Chaffee, Sec.-Treas.

FREDERICKTOWN'S BILL DURHAM DESCRIBES FL CLASSROOM GAMES FOR SEMO FLTA

Mr. Bill Durham, Spanish and German teacher in Fredericktown public schools, was the guest speaker for the SEMO District Foreign Language Teachers Association (SEMO FLTA) on March 14, 1986, at the Holiday Inn in Cape Girardeau. Bill's topic was "Creative Games in Foreign Language Classrooms," and some of his ideas are summarized below:

First, Bill issues play money in foreign currency, be it pesos, pesetas, marks, or others as appropriate. Students earn money by good performance on tests or on classroom exercises and may use their money to buy favors such as gum chewing. Students occasionally "pool" their resources to buy "a day off," during which they might play some of the games Bill described.

A regular feature in Bill's program are periodic lotteries in the style of Latin American and European national lotteries. Holidays, both from American and target cultures, often serve as "excuses" to hold a lottery and provide opportunities for cultural discussions. Students purchase lottery tickets with the money they have earned previously.

Other games Bill described include:

* Blackboard races with lottery money for individual and team winners.

* "Baseball" games, with two teams, using grammar points or vocabulary as "pitches," each team with three "outs" per "inning," and students are "out" when they miss a "pitch." Lottery money to winning team.

* Variations on the familiar Hangman in which one letter is revealed at a time, unlike TV's "Wheel of Fortune" in which all instances of multiple letters are revealed at one time. Points are awarded for each letter correct, for diacritical marks, for correct pronounciation, and for correct translation. Again, lottery money to winners.

* Variations on Bingo in which Bill made his own cards with numbers to 100, not to 75 (he sometimes uses numbers times 10 or 100 as well), cards with vocabulary words instead of numbers, and in which the students make their own cards, either with numbers or with vocabulary.

Bill demonstrated commercially prepared games including:

* Saba Usted, a Spanish-language trivia game available from Cruzada Spanish Publications, P.O. Box 650909, Miami, FL 33165. Jean Mowrer, Spanish teacher at Kennett, noted that she has her advanced students make their own cards.

* The Europe Game, in German, featuring currencies, license plates, famous landmarks and persons, available from Verlag Otto Heineretter, D 2000 Hamburg 76, West Germany.

* Card Games of rummy type requiring the matching of categories, from Gessler Publishing Co., Inc., 900 Broadway, New York, NY 10003-1291. A glance at their catalog reveals numerous games for sale in Spanish, French, German, Latin, and Italian.

* Scrabble, available from several sources, in foreign editions containing letter tiles peculiar to a given language. Another variation for this popular game was the suggestion to turn all the letter tile "face up" so

that students could more easily (and with less frustration) spell words that fit the situation.

Members of the audience also shared games that they have used successfully in their classes, including Trivial Pursuit, Probe, Monopoly, Arkansas Bluff, Boggle, UpWords, Mille Bournes, and others. Kudos to Bill Durham for a well-prepared and well-presented program.

Readers with suggestions for games in foreign language classes are encouraged to share them with their colleagues in these pages by writing to the Clearinghouse.

DEXTER HOSTS SEMO DISTRICT FOREIGN LANGUAGE FAIR

The annual SEMO District Foreign Language Fair was held March 22, 1986, at Dexter High School, hosted by language teacher Ms. Linda Wood and her students. Over 600 students attended the day's activities. Junior and senior high students from schools all over the southeast Missouri interacted with young people from France, Belgium, Germany, Sweden, Belice, Finland, and others, and participated in spelling bees in French, Spanish, and German, in poster contests, and in a luncheon featuring international foods.

Congratulations and appreciation to Linda and to her students for a well-organized and well-executed Foreign Language Fair.

FLAM ANNOUNCES PLANS FOR 1986 FALL CONFERENCE IN HANNIBAL

Ms. Jane Tilley, President-Elect of the Foreign Language Association of Missouri (FLAM), announced plans for the 1986 conference to be held the weekend of October 18 at the Holiday Inn in Hannibal to the teachers in attendance at the SEMO Foreign Language Teachers Association (SEMO FLTA) meeting held in Cape Girardeau on March 14. Jane explained that it is FLAM's intent to "rotate" the annual conference around the state each year.

Participants in the fall conference will begin their activities at 9:00 on Saturday morning with concurrent sessions in the morning and afternoon and featuring a 2-3 hour workshop by the keynote speaker, Dr. Barbara Snyder from Parma, Ohio (detailed subsequently). Both breakfast and luncheon buffets will be available in the Inn, and Dr. Snyder will address the assembly after the evening banquet.

Readers should make every effort to attend this conference in Hannibal. This writer has had the pleasure of hearing Dr. Snyder speak on at least three occasions now, and readers can rest assured that they will not be disappointed. Dr. Snyder has a national reputation as a leader in our field, as a creative and dynamic classroom teacher, and as a motivational and informative presenter. She is an endless source of ideas for improved classroom performance, and FLAM is justifiably proud that Dr. Snyder has agreed to come.

Jane explained that there is a $5.00 registration fee for the FLAM conference and a $10.00 registration for Dr. Snyder's workshop. Meals must be reserved and paid for in advance as well, and all these arrangements and deadlines for payments will be provided in future issues of the FLAM Newsletter. Readers should plan to join FLAM to attend the fall conference in Hannibal.

1986 CENTRAL STATES CONFERENCE OFFERS NUMEROUS OPPORTUNITIES FOR PROFESSIONAL GROWTH

The Program of the 1986 Central States Conference on the Teaching of Foreign Languages held in Milwaukee, WI, April 2-5, lists 17 half-day or day-long workshops, 64 "concurrent" sessions, some 16 publishers' presentations of materials and methodologies, plus foreign film festivals, two keynote speakers, general sessions, "get acquainted" breakfasts, language-specific mixers, and more.

The topics for all these sessions are numerous and varied, and the ideas presented for classroom application were stimulating and provocative as well as useful and practical. And, all levels of foreign language instruction are discussed: FLES, junior high/middle school, high school, community college, undergraduate and graduate. There is, literally, something for everyone. This writer's problem was not finding something of interest for a given concurrent session, but rather deciding which session to attend from a list of equally attractive alternatives.

To illustrate the quantity and quality of ideas at such a conference, in one half-day workshop, Dr. Barbara Snyder of Parma, Ohio (1986 FLAM keynote in October), presented a half-day workshop on improving the amount of time "on task" in our classrooms. One series of activities she presented focused on what she termed "slush" activities for those minutes at the very beginning of class that are often lost to any of several distractions (e.g., taking roll, signing admit slips, etc.). To reinforce her point, as we came into the room, she had placed on the overhead an activity for us to do as soon as we found a seat: We were to write "Happy Birthday" in "our" target language, then make as many words as possible from the letters contained in the phrase. Finally, we were to write one sentence using the words we had formed.

Others in attendance had another task: to write a sentence in which all the content words begin with the same letter. Still others were asked to write the opposites of words in a given list, circle the beginning letters of the opposites to spell a "secret" word (which turned out to be "welcome"). Her point in all this was that having something of comparatively high interest as students enter the room is a better use of the time allotted for teaching and learning. She provided a 30-page handout crammed full of teaching and learning activities designed to improve "time on task."

Other sessions attended include:

* one on the Joint National Committee on Languages (JNCL) about legislative and policy-making activities in Washington that will affect funding for foreign languages in fiscal year 1987.

* A FLES "rap session" in which educators from all across the midwest presented thumbnail sketches of programs in their areas.

* A presentation on the "Indiana Generic Communicative Competencies," defining learner outcomes for Levels I-IV, accompanied by an explanation of the linguistic exercises, the communication activities, and the cultural knowledge necessary to achieve them. (We have copies of the competencies here at the Clearinghouse, courtesy of Lorraine Strasheim.)

* A session on the "immersion" approach to FLES as experienced in the Milwaukee public schools, its

theoretical foundations, research results, and the various approaches to immersion programs.

Other presentations listed in the program include sessions on role playing, on the "Mexican mind" (what makes a Mexican "Mexican"), why Arabic is important and why it is not difficult to learn, using songs and poems, developing materials for the teaching of reading, and on and on.

The 1987 Central States Conference will be held April 9-11 in Columbus, Ohio. All readers are urged to try to make arrangements to attend. Further, all readers are urged to put together a proposal for a presentation in Columbus. There is a June 1, 1986, deadline, and interested teachers may write to:

Ms. Valorie S. Babb
56 Country Club Acres
Minot, North Dakota 58701

See you in Columbus!

NCFLIS PROMOTES FL STUDY NATIONWIDE

The National Council on Foreign Language and International Studies (NCFLIS, read: "nick-flis") is an organization founded by the President's Commission on Foreign Language and International Studies with the express mission "to increase American competence in world affairs" (:**Newsbrief**: #16, March 1986). Several key tasks have been enumerated for the National Council, including:

* make the case that high quality foreign language and international studies are vital to America's future;
* encompass all elements: advanced training and research, overseas study, formal education, global awareness, citizen and community education, and the needs of business, labor, and government;
* provide products and services to be used by policy makers, such as leadership of public affairs and business communities, private foundations, congressional and executive leadership, governors and legislatures, and heads of state school systems;
* public relations: building and sustaining public awareness;
* government relations: drawing attention to federal needs and federal funds;
* interaction among constituencies: acting as information broker, consultant body, disseminator, convener, agenda mover;
* funding: increasing funding available to the field and improving access by practitioners in language and other international studies to existing funding opportunities.

NCFLIS includes among its publications :**Newsbrief**:, a newsletter containing information of interest to the foreign language education community, about NCFLIS activities in particular and about foreign languages and international studies in general. This newsworthy publication is available **free of charge for the asking** by writing to:

Dr. Kurt E. Miller, Executive Vice-President
NCFLIS
605 Third Avenue, 17th Floor
New York, NY 10158
(212) 490-3520

Dr. Rose L. Hayden is President of NCFLIS.

PERRYVILLE GERMAN CLUB AFFILIATES WITH AATG

A news release we received from David Nagle, German teacher at Perryville High School in Perryville (Perry Co.) describes the activities of the German Club there. Of special interest to German teachers in the region may be the affiliation of the PHS Club with the American Association of Students of German (AASG), the student affiliate of the American Association of Teachers of German (AATG). Further, David reports that the PHS German Club also is affiliated with Delta Epsilon Phi, a national honor society for students of German.

German teachers may wish to contact David for information about these two organizations and about the well-received activities of the German Club at PHS. David's address:

Mr. David E. Nagle
Perryville High School
College at Edwards St.
Perryville, MO 63775-2699

AIFS SEEKS LOCAL COORDINATORS, HOMESTAY SPONSORS

We have received information from Ms. Jane Tilley, French Teacher at Cape Girardeau Central, about programs sponsored by the American Institute for Foreign Study (AIFS). Jane says that, as of mid-March, AIFS was looking for an area homestay coordinator. We have brochures here at the Clearinghouse describing the role, responsibilities and remuneration for Local Coordinators of the "Academic Year in America" exchange program, along with the application forms for such a position, all courtesy of Jane.

We note that the colorful brochure points out that persons in this position not only promote international understanding but also earn a salary for this part-time work. Local Coordinators can earn as much as $300 per student under this program.

The packet of information we received from Jane also contains brochures and applications for becoming a Host Family for the Academic Year in America program. The equally colorful brochure describes the responsibilities and the rewards of hosting an international student for an academic year, and included is a "coupon" that interested parties may complete and return to AIFS for more information.

Readers interested in more information about AIFS, about the Local Coordinator positions, about the Academic Year in America program may contact us here at the Clearinghouse or else may write directly to AIFS:

American Institute for Foreign Study
3661 Buchanan Street
San Francisco, CA 94123
(415) 563-3322

FLAM MEMBERSHIP PROMOTED FOR FL TEACHERS

Readers are encouraged to consider joining the Foreign Language Association of Missouri (FLAM), the only Missouri organization exclusively devoted to promoting and improving foreign language instruction in our state. FLAM membership runs from August to July of each year, and teachers may join at any of three levels:

Membership Dues:	$ 5.00
Contributing Member:	$ 7.00
Supporting Member:	$10.00

$3.00 of whichever amount members pay goes to FLAM, in part to help support the annual conference, held in Columbia in 1985 and scheduled for Hannibal in October, 1986. The remainder of the the dues paid goes to support the publication of the Missouri Foreign Language Newsletter, edited by Ken Gordon of Central Missouri State University in Warrensburg and sent to all FLAM members three times yearly.

As something approaching an "editorial comment," readers are urged to support their state's foreign language association. We believe that the organization is only as strong and as active as its membership. Readers wanting more information on FLAM, especially for membership applications, may contact us here or may write:

Ms. Jane Tilley, President-Elect
Foreign Language Association of Missouri
Cape Central Junior High
Cape Girardeau, MO 63701

And, as a final note, the foreign language teachers in Southeast Missouri are especially well served by Jane Tilley in her capacity as President-Elect of FLAM. Her dedication to her profession is most evident in her willingness to serve in the several FLAM offices she has held over the years and now as she assumes state-wide leadership for all teachers in Missouri. She has set an example for the rest of us.

KENNETT SPANISH STUDENTS PRODUCE NEWSPAPER

We have received a copy of "El Indio Español: La voz de sexta hora" from Kennett High School. Our correspondent, Jean Mowrer, the Spanish teacher there, explained that her advanced students wrote and laid out the copy, and it was printed at the Kennett Area Vo-Tech School.

It seems to us an example of what students can write given the opportunity and encouragement. The four-page paper contains news items, sports, puzzles, cartoons, classified ads, and even an editorial or two.

Readers may contact Jean for a copy:

Ms. Jean Mowrer
Spanish Teacher
Kennett High School
Kennett, MO 63857

SIU-C SPONSORS FOREIGN LANGUAGE DAY

We are in receipt of information from Ms. Sergia Pecaut, Spanish teacher at Perryville High School, about Foreign Language Day 1986 at Southern Illinois University at Carbondale, scheduled for Tuesday, April 22, 1986, at the SIU-C Student Center.

We apologize for reporting this information to the readership at a date too late for any of us to participate (the registration deadline was March 25, Sergia says). We offer the information so that interested readers may contact the appropriate SIU-C officials to request that they be included in subsequent mailings.

The announcement we have notes the events of the day include faculty presentations, a foreign fair (foreign language media, travel study information, video presentations, information on career opportunities, and information on SIU-C Recruitment and on Foreign Language Proficiency Exams), and a Foreign Language Scholar Bowl. The mailing includes rules and regulations for the scholar bowl along with sample questions.

Interested readers may contact officials at this address:

Foreign Language Day Committee
Dept. of Foreign Languages and Literatures
Southern Illinois University
Carbondale, IL 62901

CLEARINGHOUSE OBTAINS COPIES OF FL SOFTWARE PACKAGES

Below is a list of software packages in the Clearinghouse collection. Patrons may soon (but not quite yet) examine these materials in the Instructional Materials Center of SEMO'S Kent Library. Or, readers may contact the Clearinghouse now.

Language	Software Name	Hardware	Distributor
	Language Demonstration Disk	Apple	Conduit
	Slide Projector	Apple	Conduit
English	Writer's Helper	Apple	Conduit
English	Writer's Helper Work Disk	Apple	Conduit
English	DASHER	Apple	Conduit
French	Shapes	Apple	Lang w/Reason
French	French Grammar Computerized	IBM	Lingo Fun
French	Le Grand Concours	Apple	Lingo Fun
French	Le Vocabulaire Francais	Apple	Island Software
French	French Review Packet	Apple	COMPress
French	Drill & Filler	Apple	PLS Publications
French	DASHER DRILLS FOR DECOUVERTE	Apple	Conduit
French	DASHER DRILLS FOR CONTACTS-Demo	Apple	Conduit
French	DASHER	Apple	Conduit
German	German Idiom Master	Apple	Lingo Fun
German	German Relpros and Adjends	Apple	Lingo Fun
German	German Grammar Computerized I	Apple	Lingo Fun
German	German Review Packet	Apple	COMPress
German	German Vocabulary Drill	Apple	Compu-tations
German	DASHER Deutsch huete Demo Disk	Apple	Conduit
German	DASHER DRILLS FOR DEUTSCHE SPRACHE	Apple	Conduit
German	DASHER	Apple	Conduit
Italian	Prego Demonstration Disk	Apple	Conduit
Italian	Vocabolario Italiano	Apple	Island Software
Latin	Latin Hangman	Apple	George Earl
Latin	Latin Grammar Computerized I	Apple	Lingo Fun
Latin	Vocabularium Latini	Apple	Island Software

Language	Software Name	Hardware	Distibutor
Latin	Introduction to Latin Vocabulary	Apple	Gessler
Latin	Vocabulary on the Attack	Apple	World Press
Spanish	Spanish Grammar Computerized II	Apple	Lingo Fun
Spanish	Como se dice...	Apple	Lingo Fun
Spanish	El Vocabulario Espanol	Apple	Island Software
Spanish	The Spanish Hangman	Apple	George Earl
Spanish	Al Pie de la Letra	Apple	Sunburst
Spanish	Teaching Assistant	Apple	MECC
Spanish	DASHER DRILLS FOR EN CAMINO	Apple	Conduit
Spanish	DASHER DRILLS FOR PUNTOS DE PARTIDO	Apple	Conduit
Spanish	DASHER DRILLS FOR EN CONTACTO	Apple	Conduit
Spanish	DASHER	Apple	Conduit
Spanish	Practicando Espanol Disk #1 Verbs	Apple	Conduit
Spanish	Practicando Espanol Disk # 2 Voc	Apple	Conduit

Por Favor... If You Please...
S'il Vous Plait... Bitte...

Is there anyone else we should add to our mailing list? Is the mailing label we used to reach you correct in every detail? If not, make the corrections on the label (below), tear off this last page, and send it to us. Likewise, send us the names and addresses of other teachers and administrators that might find this newsletter of interest. The form below is for your convenience. We are grateful.

Name_____
Position/Title_____
School_____
Mailing Address_____
City_____ST_____Zip_____

SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701-4799
Foreign Language Information Clearinghouse
200580

Non-Profit Org.
U.S. Postage
PAID
Cape Girardeau, MO
63701
Permit No. 338

Recognizing its responsibilities regarding Section 504 of the Rehabilitation Act of 1973, SEMO is committed to providing all students equal access to its educational opportunities. If you have a handicap, contact the Dean of Students' Office for assistance with class scheduling, parking, transportation, study aids, etc. To allow us to anticipate your special needs, contact us prior to arrival.
Southeast Missouri State University is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to sex, handicap, race, or other legally protected classifications. This policy is placed in this document in accordance with state and federal laws including Title IX of the Educational Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973. This policy extends to disabled veterans of the Vietnam era. Please direct equal opportunity inquiries to Dr. Edward Spicer, Affirmative Action Officer, Southeast Missouri State University, Cape Girardeau, MO 63701-4799, (314) 651-2504.

Language	Software Name	Hardware	Distibutor
Latin	Introduction to Latin Vocabulary	Apple	Gessler
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Spanish	DASHER DRILLS FOR PUNTOS DE PARTIDO	Apple	Conduit
Spanish	DASHER DRILLS FOR EN CONTACTO	Apple	Conduit
Spanish	DASHER	Apple	Conduit
Spanish	Practicando Espanol Disk #1 Verbs	Apple	Conduit
Spanish	Practicando Espanol Disk # 2 Voc	Apple	Conduit

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Foreign Language Information Clearinghouse

NEWSLETTER

Volume I, Number 3 May 1986

EDITOR'S CORNER

CORRECTION

In the last issue, we thanked Jane Tilley of Cape Girardeau for her service to Missouri's foreign language teachers in general and to those in southeast Missouri in particular. In so doing, we mentioned that Jane is FLAM "President-elect". Well, Jane tells us in a nice note that she will not be in the running for FLAM President this fall. There is a constitutional requirement, she explains, that President and Secretary re-elect alternate years from Vice-President and Treasurer, and consequently, she has another year to go before being eligible. We appreciate and acknowledge the clarification, just as we appreciate and acknowledge Jane's service to our profession.

I take total responsibility for the misinformation. It stems from my inexcusable ignorance of the FLAM constitution. To set the record straight, FLAM officers for 1986-87 are:

President	Dr. Paul Garcia, Kansas City
Vice-President	Ms. Jane Tilley, Cape Girardeau
Secretary	Dr. Colette M. Royalle, St. Louis
Treasurer	Ms. Dena Bachman, St. Joseph

Dr. Kenneth Gordon of Central Missouri State University in Warrensburg serves as Editor of the FLAM Newsletter.

A hearty thanks to all these fine leaders!

SEMO'S LAB SCHOOL CLOSES

Many of you already know that FLIC's host institution, Southeast Missouri State University here in Cape Girardeau, has made the decision to phase out its K-12 laboratory school. Grades 7-12 close at the end of the 1985-86 school year, but grades K-6 will not close until after 1986-87.

Over the years known as the "Training School", the "Campus School", "College High", and most recently, "University Schools", the lab school served the University's teacher education program for nearly a century. Most of the SEMO alumni among the readership of this newsletter had some kind of contact with the school, perhaps through techniques classes, other education courses, or student teaching.

And, many of you also already know that I have taught there a long time now, some 14 years, and I have received many inquiries about my own personal future. I appreciate the interest and concern, and I thought I would use this space to detail some things about my own future and about the institution's.

The University has agreed that those of us in the lab school with tenure will continue to have employment (for which our creditors are very grateful). Myself, I have been transferred to the Foreign Language Department, and in the

fall I will be teaching FR-101 and 102, the two beginning semesters of French. In the spring, 1987, I will teach the Techniques of Teaching Foreign Languages course in addition to my French courses. Also, I will continue to work with the FLIC project as part of my assignment (more later about that). Finally, I anticipate continuing to work on the University's re-design of teacher education, specifically the secondary education program. I will be very busy!

I will also miss the lab school. As we have "wound down" this last year, I have realized just how much a part of my personal and professional life the school has occupied. I will miss the high school kids, indeed, high school "life", but most of all I will miss my lab school colleagues. I have said repeatedly that the worst part of the closing is the "scattering" of the lab school faculty. Several of us have been there together during my 14 years, and I am proud to count them among my friends. But, any of you readers who have changed jobs recently understand, I am sure.

The University is also re-designing the way we prepare teachers for all levels and types of certification. Under the leadership of our new Dean of the College of Education and Behavioral Science, Dr. Alan Wheeler, we have spent this school year assessing our programs and proposing, inter alia, new curricula, new student teaching concepts, new outreach activities. We have six task forces working on several topics in teacher education, and I have had the opportunity to be involved in the leadership of the task force on secondary education. I expect to be involved again next year on the efforts to re-design the teacher education curriculum.

I am genuinely excited about my new responsibilities in the Foreign Language Department, and I will take this opportunity to thank the members of the Department for making me feel so welcome, such a part of the Department. There are some exciting things going on within the Department, and I am anxious to be a part of the growth.

FLIC PROJECT TO CONTINUE IN 1986-87

We are proud to announce that this project will continue in school year 1986-87. Readers are aware, I believe, that the Clearinghouse was initiated through a grant from Missouri's Coordinating Board for Higher Education (CBHE). While we will continue aggressively to seek additional external funds to expand FLIC services to foreign language teachers, the University has made a commitment to provide funds, personnel, and space to the Project in an effort to continue to meet your needs.

The Project Director has been given one-quarter release time from his teaching load to work on Clearinghouse goals and objectives, and the University will provide space, telephone, part-time clerical assistance, and other kinds of budget support to maintain our services to you. Some projects anticipated in 1986-87 include:

* More in-service workshops for small groups of teachers in your schools. We hope you will have us back in your area to provide in-service workshops on topics of mutual interest, be they computer-assisted instruction, methodologies, classroom activities, whatever you want. Just let us know, and we'll be there!

FLIC WORKSHOPS GIVEN IN 1986:

January 29, 1986	Caruthersville, MO
February 13, 1986	Kennett, MO
February 18, 1986	Hillsboro, MO
February 27, 1986	Poplar Bluff, MO
April 8, 1986	New Madrid, MO
April 11, 1986	Pacific, MO
April 22, 1986	Hillsboro, MO

* More issues of this Newsletter. We have received considerable positive feedback about our efforts here (for which we are most grateful), and we plan to continue to send out news and information of interest to our readers next year. We anticipate at least three issues, perhaps more, depending on funds available (it costs us between $200 and $300 for each issue!)

* Updates of the Clearinghouse materials collection and of the census data we have collected about the breadth and depth of foreign language instruction in the region.

Thanks are in order for several individuals who have helped us work on plans for next year, including: Dr. Fred Goodwin, Dean of the College of Humanities here; Dr. Dan MacLeay, chairperson of the Department of Foreign Languages; Dr. Leslie Cochran, Provost; Dr. Keith Harman, Director of Research and Grants; Ms. Barbara Seabaugh, Project secretary; Mr. David Maginel, Project research assistant. Without the support and assistance of these individuals, the future of this Project would be dim indeed.

Polyglot Productions Provides Video Tapes, Albums, Cassettes in French

We are in receipt of a catalog from Polyglot Productions (P.O. Box 668, Cambridge, MA 02238-0668), detailing their offerings of films, video tapes, albums, folklore, literature, and other French materials. Movies are available for rent and/or purchase in VHS or Beta format (not all are available in Beta). Many have English subtitles, and there are numerous "classic" film offerings. There are also numerous titles from Quebec. They also provide a brief summary of each offering, indicating the length, formats available, notes about the language (e.g., whether dubbed or with subtitles), and as appropriate, the movie's rating (e.g., PG or R).

We here at the Clearinghouse have no first-hand knowledge of the quality of the materials nor the service offered by this company, but we are pleased to pass along the information for teachers of French who may wish to explore another source of enrichment materials for classroom or club activities.

Readers with first-hand knowledge of this company and its services are encouraged to contact us here. We will be happy to pass along whatever information may be appropriate.

FRANCE Magazine Available Free of Charge to Interested Teachers

Francophones among the readership will want to receive FRANCE Magazine, a complementary magazine available upon request to the magazine, 4101 Reservoir Rd., N.W., Washington, D.C. 20007. Their telephone number is (202) 944-6086.

The magazine is a collection of feature articles published in English about France and French culture. The publishers are quick to point out, however, that the contents of their magazine do not necessarily reflect the views of the French government.

The table of contents of the Summer 1986 issue shows articles about the French Academy, about journalism and the publishing industry in France, about French radio and television, French cinema, a series of articles about our Statue of Liberty centennial, about the Riviera, cartoons, advertising, and several more. Granted that the present issue is a "double" issue, even so, the magazine is a colorful, "newsy", entertaining source of information about France.

Scott, Foresman Provides Free Newletter to Language Departments

The Scott, Foresman publishing company has sent us a copy of their Foreign Language News Notes (Vol. 2, No. 2, not dated), an apparently free service to foreign language departments. It is published during the school year by the company.

The company does not try to hide that it is using the service to promote its products, among which are Son et Sens and Churros y Chocolate. It emphasizes activities to complement its basal and supplementary materials, designed to help teachers using Scott, Foresman materials.

However, we recommend that teachers write to the company and get on the mailing list for this brief yet informative publication. We appreciated the lead article about listening comprehension and the news notes about upcoming professional meetings. There are pieces about a particular form poem called "diamante" along with guidelines for students traveling abroad.

Write to Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025.

Latin Teachers in SEMO Urged To Participate in Junior Classical League Convention

We received a very brief note from Jean Ferguson of Parkway South High School in Manchester (St. Louis County). We are happy to pass along her request that all schools where Latin is taught contact Kathy Elifrits, Rolla High School, 504 E. Tenth St., Rolla, MO 65401.

Jean notes that they are anxious to get schools from the SEMO area involved in the State Junior Classical League Convention. Readers are urged to contact either Jean (the number at Parkway South is 394-8300) or Kathy (364-1341) for more information.

NOTA BENE: Readers are encouraged to contact us here with such requests and information. We want to serve as a regional bulletin board for such messages. Please provide us with as many details as you can, and we'd be grateful if correspondents would include their addresses and phone numbers, both for our benefit and for our readers'.

Thanks for the note, Jean.

Several Titles Added to Clearinghouse Collection

Publishers of foreign language textual information have sent us several of their materials in recent weeks, and we are providing readers this listing of the titles we have added to the collection since April 1, 1986. We are concentrating on basal series in an effort to have as many as possible for preview, but we are pleased that we have also collected several supplementary texts and tape programs.

By the time you read this, we hope that these materials will be available for preview in the Instructional Materials (I-M) Center of Kent Library here on our campus. We explained previously in this space that, because of extensive renovations in the library, we have been delayed in making the collection more available.

Well, in recent days the remodeling has been completed and the I-M Center staff has moved into the new space. This situation has been complicated by the fact that the Clearinghouse office is also in transit this spring with the closing of the University Schools where the project has been housed this spring. We hope to move into new accomodations in early June, and all the materials we have collected up to that time will be transferred to Kent.

Additionally, there are some funds in our grant budget to purchase materials for the collection. Some suppliers can not donate materials free of charge, but have kindly allowed us not insignificant discounts on their materials. We are taking advantage of their generosity, and next fall's first issue should have yet another list.

We appreciate your patience with us this spring, and if you are in town this summer, nothing would please us more to have you stop by and check us out! Now for the latest list:

TITLE	PUBLISHER	©C
Educational Tape Programs (6 Cassettes) French	Ed'l Tape Programs	n.d.
Educational Tape Programs (6 Cassettes) Spanish	Ed'l Tape Programs	n.d.
Realidad y fantasia	AMSCO	1984
The New College Spanish & English Dictionary	AMSCO	1968
German First Year Workbook	AMSCO	1971
The New College German & English Dictionary	AMSCO	1981
The New College French & English Dictionary	AMSCO	1972
Premier Livre	AMSCO	1981
Primer Libro	AMSCO	1973
Spanish is Fun (with Teacher's Manual)	AMSCO	1985
French is Fun (with Teacher's Manual)	AMSCO	1985
French For Fluency Workbook	D.C. Heath	1985
Spanish for Business	EMC Publishing	1985
Spanish for Business	EMC Publishing	1985
Deutsch Aktuell 1 Teacher's Edition	EMC Publishing	1985
Deutsch Aktuell 2 Teacher's Edition	EMC Publishing	1986
Le Petit Prince	Gallimard	1946
Le Compagnon Du Petit Prince	Harcourt Brace	1975
Conversation In French	Heinle & Heinle	1985
Lectures integrales, Dossier des professeurs	Ideal Foreign Books	1984
Le p'tit Manuel	Ideal Foreign Books	1984
Cartes sur table, methode de francais pour adulte	Ideal Foreign Books	1981
Cartes sur table, methode de francais pour adulte	Ideal Foreign Books	1983
Cartes sur table, guide d'utilisation	Ideal Foreign Books	1983
Cartes sur table, guide d'utilisation	Ideal Foreign Books	1981
Le p'tit Manuel	Ideal Foreign Books	1985
Le p'tit Manuel	Ideal Foreign Books	1983
Cartes sur table	Ideal Foreign Books	1984
Una Vez Mas (26 Examenes)	Independ't Sch'l Press	1983
Una Vez Mas	Independ't Sch'l Press	1982
Une Fois Pour Toutes (26 Examens)	Independ't Sch'l Press	1977
Une Fois Pour Toutes	Independ't Sch'l Press	1976
The Learnables (set of five cassettes with wrkbk)	International Linguist	1981
Selecciones Espanolas	Macmillan	1980

Modern Spanish Prose	Macmillan	1977
Le Francais: Continuons	McGraw-Hill	1975
Hablemos En Espanol Level I Reader	National Textbook Co.	1971
Hablemos En Espanol Primer Libro	National Textbook Co.	1972
Hablemos En Espanol Level I Tapebook	National Textbook Co.	1971
Hablemos En Espanol Libro Segundo	National Textbook Co.	1971
Hablemos En Espanol Level II Tapebook	National Textbook Co.	1971
Hablemos En Espanol Level II Reader	National Textbook Co.	1971
Hablemos En Espanol Libro Tercero	National Textbook Co.	1971
Asi Escribimos Workbook	National Textbook Co.	1978
Rencontres Culturelles	National Textbook Co.	1977
Rencontres Culturelles, Teacher's Guide	National Textbook Co.	1977
Ya Escribimos Workbook	National Textbook Co.	1978
French Verb Drills	National Textbook Co.	1984
Entretiens Avec Les Mots (Voc. Practice)	National Textbook Co.	1984
A Escribir Workbook	National Textbook Co.	1982
Encuentros Culturales, Teacher's Guide	National Textbook Co.	1975
Encuentros Culturales	National Textbook Co.	1975
Everyday Conversations In Spanish	National Textbook Co.	1983
Leyendas Latinoamericanas	National Textbook Co.	1970
Opportunities In Teaching Careers	National Textbook Co.	1977
Spanish Verbs, Creative Bingo Games	National Textbook Co.	1979
Spanish Vocabulary, Creative Bingo Games	National Textbook Co.	1979
Guide Du Professeur, L Express Ainsi Va La France	National Textbook Co.	1985
L Express Ainsi Va La France	National Textbook Co.	1985
Just Listen 'n Learn French	National Textbook Co.	1985
Just Listen 'N Learn Spanish	National Textbook Co.	1985
French Vocabulary, Creative Bingo Games	National Textbook Co.	1979
Loterie, French Verbs, Creative Bingo Games	National Textbook Co.	1979
Compositions Illustrees Workbook	National Textbook Co.	1984
Parlons Francais!	National Textbook Co.	1982
Jeux Culturels	National Textbook Co.	1974
The Magazine, Cross-Cultural awareness in French	National Textbook Co.	1976
Comunicando Con Palabras	Newbury House	1984
Exploracion Intercultural	Newbury House	1984

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Foreign Language Information Clearinghouse

NEWSLETTER

Volume I, Number 4 August 1986

EDITOR'S CORNER

To those of you who became familiar with this publication last spring, welcome back! We hope and trust that you spent a pleasant summer, perhaps including a trip abroad (must be nice: some of us had to work, ya know!).

To those of you who may be new to this publication, welcome to your new position in your new school. The Foreign Language Information Clearinghouse (FLIC) is a cooperative project among public and private schools, Southeast Missouri State University (SEMO), the Southeast Missouri Foreign Language Teachers Association, and SEMO's Kent Library. We are here to serve foreign language teachers in the 25-county SEMO service area. So, if we can be of service to you in any way, but especially in terms of information about classroom practices, instructional materials, colleagues and peers in nearby schools, please contact us here at the University. Our phone number is (314) 651-2688. We'd love to hear from you. Also, feel free to contact us if you'd like more information about our Project's objectives and activities.

We need your help! All who receive this Newsletter are encouraged to make sure that we have your correct name and mailing address. We have included on the back of this issue a brief form for your convenience designed to help us update our mailing lists. We want to reach all who may be interested in the kinds of information you will find herein. Please help us keep our mailing lists as current as possible!

RECENT CLEARINGHOUSE ACTIVITIES

We are pleased to be able to bring you this issue of the Newsletter, for that means that our grant has been extended. In June we requested and received a two-month extension of the funding period which was to have ended on June 30, 1986. By way of background information, the Project was delayed in actual implementation several weeks, primarily because of logistical problems in securing office space here on campus. Consequently, we were unable to encumber, much less spend, quite a bit of the Project budget. The staff of the Project fundor, Missouri's Coordinating Board for Higher Education (CBHE), in general and Research Associate Dr. Cynthia Phillips in particular have been very understanding and cooperative in our efforts to improve foreign language instruction in this quadrant of the state (for which we are grateful).

The project is now extended through August 31, and the Director's final report is due about September 15. However, he has proposed to attend the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in Dallas in November, 1986, to investigate further possibilities of expanding the FLIC materials collection by meeting many of the officials of major publishing houses and their sales representatives. The Director's experience this past April at the Central States Conference proved very valuable in this regard, and since even more exhibitors will be available in Dallas, it seems likely that several titles will be available for area teachers to examine at their leisure in SEMO's Kent Library.

Recently, we have made considerable progress on each of the Project's three major objectives, as follows:

The "Demographic" Data Base

Readers will recall that one objective has been to conduct a comprehensive census of the foreign language teachers in the 25-county service region. We mailed approximately 650 questionnaires to public and private school teachers in the region, and our analysis of the rather limited responses we received is included later in this issue.

These data have been included in a computer data base for retrieval and analysis. We welcome inquiries from readers about schools and programs in neighboring schools. We will be happy to relate the information we have.

The "Bibliographic" Data Base

A second objective has been to build a comprehensive collection of instructional materials in foreign languages. In this regard, we feel we have been very succesful. Our collection now has nearly 700 titles plus more on order. We had some $3,000 (!) to purchase materials, and it has proved surprisingly difficult to spend the money. One would have thought that that much money would scarcely be enough to begin to build such a collection. However, given that many companies have donated materials, others have sold their materials at significant discount (as much as 82% off!), and many titles were obtained from the University Laboratory School as it was "phased out" this past spring.

There has been considerable delay in making the collection available to teachers. We regret that this spring, as many teachers faced decisions about basal and supplementary textual materials for their next year's classes, that we could not offer our collection for examination and review. We may have explained elsewhere that Kent Library here on our campus has undergone extensive renovation, and that remodeling has been the source of the delay in cataloguing, housing, and circulating our collection.

In that regard, we are pleased to announce that the collection is, as of this writing, being catalogued and shelved in Kent Library. Teachers are encouraged to come to our campus and look at the wealth of materials there. Teachers should ask for the **Instructional Materials (IM) Center** which is now located on the third level of the library. The Director of the IM Center is Ms. Paulette Cotner, and she deserves special recognition for her cooperation in this aspect of the Project.

In our collection, teachers will find both basal texts and supplementary materials. We have attempted to obtain all the basal series from the major publishing houses, including student texts, teachers manuals, workbooks, tapes, and even some computer software packages that accompany some of the series. Furthermore, we have paid special attention to the supplementary materials: readers, cultural information, listening comprehension programs, teaching aids, and the like, that often do not cost very much but that teachers are reluctant to purchase because they are unsure if the materials will meet their needs. We believe that having the materials here from all the major publishers, materials which teachers may check out and take to their classes for the kind of feedback they really need and want, will be a significant advantage as teachers make these curriculum decisions.

Also, we have in our collection tens of computer software packages. While our collection is primarily for Apple

hardware (as opposed to IBM, Tandy, Commodore or something else), teachers may take our copies to the Center for Teaching and Learning adjacent to the IM Center, where they will find both Apple and IBM hardware to try these software packages themselves. There will be staff on hand to help them with glitches they may have in dealing with either the hardware or software.

Finally, our collection is not limited to Spanish and French. We have numerous titles in German, and we intentionally obtained materials in Italian, Latin, and Russian. We even have a few titles in Japanese! Basically, if we found that a basal series is available from a publisher in any language, we included it in the collection. And, if readers know of a basal series that we have not included, we would be grateful to be made aware of that fact: just contact us here at the Clearinghouse.

In-Service Workshops

We reported in the last issue on the in-service workshops that we had the fortune to offer in conjuction with participating schools. We are grateful to the participating teachers' superintendents and principals who were kind enough to release teachers and provide substitutes for them. We are equally grateful to the participating teachers for their interest, their feedback, their enthusiasm.

This summer, part of the "bargain" with the fundor to extend this Project included a promise to offer in-service workshops for small groups of teachers in August as they returned to their schools. In that regard, we have arranged at least two such workshops, one on August 20 in Kennett and another on August 21 here on our SEMO campus. Both these workshops center on **oral proficiency development and evaluation**. Our recent conversations with teachers have indicated a consensus that this is a topic on which many teachers have a need for further information and training: How can we encourage oral proficiency development and how do we evaluate the oral productions of our students.

The Director has asked Dr. Daniel MacLeay, currently chairperson of SEMO's Foreign Language Department, to facilitate these workshops, and he has agreed. Dan has been trained in the ACTFL proficiency guidelines, and he has taught several courses in intermediate and advanced conversation on the university level, so he is well versed on this timely and important topic. We have targeted groups of teachers in counties adjacent to the workshop sites, but any and all teachers who can make their way to Kennett or to Cape Girardeau on either of those two dates are most welcome to come and share in the experience. **PLEASE NOTE**: All we ask is that you contact us here at the Clearinghouse (651-2688) as soon as possible so that we may tailor our plans for the size group we have. Otherwise, come on!

Furthermore, we are anxious to continue to offer these workshop services wherever there may be a need. Teachers are urged to poll their building principals and/or their superintendents about the possibilities of hosting a workshop on literally any topic in foreign language education. Then, just contact us here, and we promise to set in motion the process of arranging, organizing, and delivering a workshop tailored to meet expressed needs. We are grateful that we have a continuing commitment from SEMO to support and foster these (what we call) outreach activities. Please, let us hear from you.

Also, we are glad to recognize and express our appreciation specifically to Dr. John McMullan, Superintendent at Kennett in Dunklin County down in the Bootheel, for volunteering to host the August 20 workshop there. Kennett's two foreign

language teachers, Nancy Swindle and Jean Mowrer, also deserve recognition for their role as hostesses. Likewise, here in Cape Girardeau, we recognize the cooperation of, first, Sister Miriam Wesselmann, Principal of Notre Dame High School, second, Dr. Fred Goodwin, Dean of SEMO's College of Humanities, and finally, Dan MacLeay for their cooperation and understanding in arranging the August 21 workshop. And, one final note that we appreciate all the superintendents and building principals we have contacted over the past months for their cooperation with this Project, cooperation which has been truly remarkable and which is a tribute to their professionalism and interest in improving their schools.

SEVERAL BOOKS ON FOREIGN LANGUAGE EDUCATION AVAILABLE TO TEACHERS THROUGH SEMO LIBRARY NETWORK

Several texts on second language acquisition, on methodology, on testing, and other topics of interest to foreign language teachers have been added recently to the professional education collection at Kent Library. This collection is located on the fourth floor of the library in the (Dewey classification) 407 section.

NOTE: If your school is a member of the SEMO Library Network, you may borrow any of these titles for up to as many as four weeks. All your school has to do is pay the return postage and, of course, join the network. Ask your school librarian about this service, and if you need more information, contact:

Director
SEMO Library Network
Kent Library
Southeast Missouri State University
Cape Girardeau, MO 63701
651-2152

CLEARINGHOUSE INSTRUCTIONAL MATERIALS COLLECTION EXPANDS WITH ADDITION OF NUMEROUS TITLES

As indicated earlier, we are in the process of spending several thousand dollars on instructional materials for the Clearinghouse collection in Kent Library. Readers should understand that these expenditures are in addition to the generous donations from several companies and from other sources as well. Below we have noted the additions to the collection since the last reporting we shared with readers, and we believe that you will find a rather exhaustive list.

Plus, we have many more titles on order as of this writing. We are ordering more supplementary readers, listening comprehension programs, computer software, and materials targeted for elementary-level programs as well as secondary schools. If readers should detect some titles that are missing or if we have neglected some area of instructional materials, we will appreciate being notified at your earliest convenience. Here are the newest additions, organized by target language and alphabetized by publisher. We ask readers' indulgence for our lack of diacritical marks and proper (Spanish) punctuation: our word processing software (AppleWorks) does not accomodate these. We also apologize for any inadvertant misspellings of German and/or Italian words in these titles.

Spanish Titles

Mastering Spanish (12 Cassettes and Book)	Barron's	1985
Barron's Regents Exams and Answers	Barron's	1986
Barron's How to Prepare for the College Board	Barron's	1986

El Espanol Al Dia 1	D. C. Heath	1985
El Espanol Al Dia 1 Teacher's Guide	D. C. Heath	1985
El Espanol Al Dia Workbook 1	D. C. Heath	1985
El Espanol Al Dia 2	D. C. Heath	1985
El Espanol Al Dia 2 Teacher's Guide	D. C. Heath	1985
El Espanol Al Dia Tapescript 1	D. C. Heath	1985
El Espanol Al Dia Tapescript 2	D. C. Heath	1985
El Espanol Al Dia Workbook 2	D. C. Heath	1985
Mastering Spanish	D. C. Heath	1983
Mastering Spanish (Workbook/Testing Program for)	D. C. Heath	1983
Basic Spanish Grammar (Teacher's Manual)	D. C. Heath	1981
Basic Spanish Grammar Textbook	D. C. Heath	1980
Tapescript for Mastering Spanish	D. C. Heath	1983
Basic Spanish Grammar Workbook	D. C. Heath	1981
En Ruta	Harcourt Brace	1985
En Ruta (Teacher's Manual)	Harcourt Brace	1985
Cuentos Alegres	Holt	1972
Entre Todos	Holt	1986
Entre Todos Teacher's Edition	Holt	1986
Entre Todos Writing Activities	Holt	1986
Y Tu?	Holt	1986
Y Tu? (Teacher's Manual)	Holt	1986
Y Tu? (workbook)	Holt	1986
Espanol En Espanol	Holt	1984
Espanol En Espanol Manual Para Profesores	Holt	1984
Espanol En Espanol (workbook)	Holt	1984
Habla Espanol?	Holt	1985
Habla Espanol? Cuaderno de Ejercicios	Holt	1985
Habla Espanol? Manual de Laboratorio	Holt	1985
Habla Espanol? (Instructor's Annotated Edition)	Holt	1985
Con Mucho Gusto	Holt	1984
Con Mucho Gusto Instructor's Edition	Holt	1984
Con Mucho gusto Laboratory Manual	Holt	1984
Con Mucho Gusto Workbook	Holt	1984
La Familia Marin	Holt	1972
Cara A Cara	Holt	1982
Vamos Amigos	Longman	1978
Vamos Amigos (Teacher's Guide)	Longman	1978
Vamos Amigos Level 2	Longman	1981
Vamos Amigos (Teacher's Guide)	Longman	1981
Vamos Amigos Level 3	Longman	1983
Vamos Amigos (Teacher's Guide)	Longman	1983
Topical Spanish	Longman	1981
Persona A Persona (Teacher's Edition)	Macmillan	1982
Persona A Persona (Teacher's Edition)	Macmillan	1982
Tesoro Hispanico (Instructor's Manual)	McGraw-Hill	1982
Tesoro Hispanico Second Edition	McGraw-Hill	1982
La Fuente Hispana (Second Edition)	McGraw-Hill	1977
La Fuente Hispana (Instructor's Manual)	McGraw-Hill	1977
La Fuente Hispana (Workbook)	McGraw-Hill	1977
Galeria Hispanica (Instructor's Manual)	McGraw-Hill	1979
Saludos (Teacher's Edition)	McGraw-Hill	1985
Saludos First Part (Teacher's Edition)	McGraw-Hill	1986
Saludos Second Part (Teacher's Edition)	McGraw-Hill	1986
Amistades (Teacher's Edition)	McGraw-Hill	1985
Tapas Series (8 Titles)	National Textbook	
The Sports Page	National Textbook	1977
The Newspaper	National Textbook	1982
Dialogos Contemporaneos	National Textbook	1986
Basic Spanish Conversation	National Textbook	1985
The Leyendas Series (Legends & Folklore Sampler)	National Textbook	1985
Leyendas de Espana	National Textbook	1983
Leyendas de Puerto Rico	National Textbook	1982
Leyendas Latinoamericanas	National Textbook	1980
Leyendas Mexicanas	National Textbook	1979
Relatos Latinoamericanos: La Herencia Africana	National Textbook	1986
Cuentos Puertorriquenos	National Textbook	1985
Teatro Moderno Hispanico (Selections from S. Amer.)	National Textbook	1985
Cuentos De Hoy (9 Contemporary Short Stories)	National Textbook	1983
Literatura Moderna Hispanica (An Anthology)	National Textbook	
El Cid (An Adaptation in Prose)	National Textbook	1982
Don Quijote De La Mancha	National Textbook	1981

Tres Novelas LatinoAmericanas (Martin Riva)	National Textbook	1986
Dos novelas Picarescas (Lazarillo de Tormes)	National Textbook	1986
La Gitanilia (Novela Ejemplar de Cervantes)	National Textbook	1977
The Spanish Businessmate	National Textbook	1986
Espanol Sin Fronteras 1 Guia De Ensenanza	National Textbook	1979
Espanol Sin Fronteras 1 Libro Del Alumno	National Textbook	1979
Espanol Sin Fronteras 1 Cuaderno De Trabajo	National Textbook	1978
Espanol Sin Fronteras 2 Libro Del Alumno	National Textbook	1978
Espanol Sin Fronteras 2 Cuaderno De Trabajo	National Textbook	1979
Espanol Sin Fronteras 1 Evaluacion	National Textbook	1979
Espanol Sin Fronteras 2 Evaluacion	National Textbook	1978
Lecturas Estructuales (Espanol Sin Fronteras 1)	National Textbook	1978
Lecturas Estructurales (Espanol Sin Fronteras 2)	National Textbook	1979
Trabajo y Vida	Newbury House	1983
Noticiario Primer Nivel	Newbury House	1981
Noticiario Segundo Nivel	Newbury House	1982
Noticiario Tercer Nivel	Newbury House	1982
Salsa Y Salero (Textbook)	Scott, Foresman	1984
Salsa Y Salero (Answer Key & Teacher's Tapescript)	Scott, Foresman	1981
Salsa Y Salero (Workbook & Tape Manual)	Scott, Foresman	1981
Salsa Y Salero (Teacher's Handbook & Answer Key)	Scott, Foresman	1984
Churros Y Chocolate (Teacher's Edition)	Scott, Foresman	1984
Churros Y Chocolate (2 cassettes)	Scott, Foresman	1984
Churros Y Chocolate (Workbook & Tape Manual)	Scott, Foresman	1984
Churros Y Chocolate (Answer Key for Wrkbk.)	Scott, Foresman	1984
Churros Y Chocolate (Sample Booklet)	Scott, Foresman	1984
Plazas Y Paisajes (Teacher's Edition)	Scott, Foresman	1984
Plazas Y Paisajes (Workbook & Tape Manual)	Scott, Foresman	1984
Plazas Y Paisajes (Answer Key for Wrkbk.)	Scott, Foresman	1984
Plazas Y Paisajes (Sample Booklet)	Scott, Foresman	1984
Discovering Spain Series (7 Titles)	National Textbook	1977

French Titles

Mastering French (Book & 12 Cassettes)	Barron's	1985
French Now (Worktext)	Barron's	1985
Barron's Regents Exams and Answers	Barron's	1985
Barron's How to Prepare for the College Board Ach.	Barron's	1986
French Now (Workbook)	Barron's	1984
Teaching French as a Multicultural Language	CAL	1981
La Famille Martin	Holt	1977
Et Vous?	Holt	1986
Et Vous? Teacher's Edition	Holt	1986
Et Vous Writing Activities	Holt	1983
Nous Tous	Holt	1986
Nous Tous Teacher's Edition	Holt	1986
Nous Tous Writing Activities	Holt	1986
D'Accord 1	Longman	1982
D'Accord 1 (Teacher's Book)	Longman	1982
D'Accord 2	Longman	1982
D'Accord 2 (Teacher's Book)	Longman	1982
D'Accord 3	Longman	1984
D'Accord 3 (Teacher's Book)	Longman	1984
Au Courant Level 1	Longman	1979
Au Courant Level 2	Longman	1980
Promenades Et Perspectives (Textbook)	Scott, Foresman	1984
Promenades Et Perspectives (Teacher's Handbook)	Scott, Foresman	1984
Promenades Et Perspectives (Workbook & Tape Manual)	Scott, Foresman	1979
Son Et Sens (Teacher's Edition)	Scott, Foresman	1984
Son Et Sens (Sample Duplicating Master Test)	Scott, Foresman	1984
Son Et Sens (A Guided Tour Pamphlet)	Scott, Foresman	1984
Son Et Sens (Answer Key for Wrkbk. & Tape Manual)	Scott, Foresman	1984
Son Et Sens (2 sample cassettes)	Scott, Foresman	1984
Son Et Sens (Wrkbk. & Tape Manual)	Scott, Foresman	1984
Scenes Et Sejours (Teacher's Edition Textbook)	Scott, Foresman	1984
Scenes Et Sejours (Wrkbk. & Tape Manual)	Scott, Foresman	1984
Scenes Et Sejours (Answer Key for Wrkbk.)	Scott, Foresman	1984
Scenes Et Sejours (Sample Duplicating Master Text)	Scott, Foresman	1984
Scenes Et Sejours (A Guided Tour Pamphlet)	Scott, Foresman	1984
The Regions of France Series (8 Titles)	National Textbook	1974
Life French Style Series (16 titles)	National Textbook	1977

German Titles

German First Year Workbook	AMSCO	1971
Mastering German (12 Cassettes & Book)	Barron's	1985
German (How to Prepare for College Board Achvmnt.)	Barron's	1980
Graded German Reader	D. C. Heath	1978
Der Kleine Prinz	Harcourt Brace	1971
The Magazine	National Textbook	1982
Lustige Dialoge	National Textbook	1985
Lustige Dialoge (Teacher's Guide)	National Textbook	1985
Lustige Geschichten (Reader for Beginners)	National Textbook	1986
Lustige Geschichten (Teacher's Guide)	National Textbook	1979
Spannende Geschichten (Reader for Intermediates)	National Textbook	1985
Kulturelle Begegnungen	National Textbook	1981
Amerikaner Aus Deutschland	National Textbook	1986
Amerikaner Aus Deutschland (Teacher's Guide)	National Textbook	1986
Everyday Conversations In German	National Textbook	1982
Everyday Conversations In German (Teacher's Guide)	National Textbook	1981
Die Jagd Nach Dem Familienerbe (Detektiv)	National Textbook	1982
Das Geheimnis Im Elbtunnel (Detective)	National Textbook	1982
Innsbrucker Skiabenteuer (Detektiv)	National Textbook	1978
Hoch In Den Alpen (Detektiv Erwin von Habenichts)	National Textbook	1979
Just Listen 'n Learn German (Book, 3 Cassettes)	National Textbook	1985
MD, Erika und die Geisterbahn (Die Krimi Serie)	National Textbook	1978
MD und die Juwelen (Die Krimi Serie)	National Textbook	1976
MD Und Erika in Mallorca (Die Krimi Serie)	National Textbook	1978
MD, Erika und der Schreibschrank (Die Krimi Serie)	National Textbook	1978
MD und der TeddyBar	National Textbook	1976
MD und die Juwelen (Die Krimi Serie)	National Textbook	1976
MD in den Alpen	National Textbook	1976
MD und der Foroapparat (Die Krimi Serie)	National Textbook	1976
Auf Deutsch Bitte	National Textbook	1985
Auf Deutsch Bitte (Level 1 Text)	National Textbook	1985
Auf Deutsch Bitte (Level 1 Tapebook)	National Textbook	1985
Auf Deutsch Bitte (Text 2)	National Textbook	1971
Auf Deutsch Bitte (Tapebook 2)	National Textbook	1971
Auf Deutsch Bitte (Reader 2)	National Textbook	1972
Auf Deutsch Bitte (Text 3)	National Textbook	1972
The German Businessmate	National Textbook	1986

Latin Titles

Latin Book One	National Textbook	
Latin Book Two	National Textbook	
Latin Book One Teacher's Key	National Textbook	
Latin Book Two Teacher's Key	National Textbook	
Latin Book One Workbook	National Textbook	
Latin Book Two Workbook	National Textbook	
Latin Workbook Ans. Book One	National Textbook	
Latin Workbook Ans. Book Two	National Textbook	

Italian Titles

Barron's Regents Exams and Answers	Barron's	1986
Mastering Italian	Barron's	1985
Beginning Italian	D. C. Heath	1979
Beginning Italian (Workbook/Lab. Manaul)	D. C. Heath	1979
Imparo l'italiano 1	Longman	1983
Imparo l'italiano 2	Longman	1984
Imparo l'italiano 3	Longman	1984
Lo Dica In Italiano (Text One)	National Textbook	1977
Lo Dica In Italiano (Text Two)	National Textbook	1971
Lo Dica In Italiano (Text Three)	National Textbook	1972
Lo Dica In Italiano (Reader One)	National Textbook	1972
Lo Dica In Italiano (Reader Two)	National Textbook	1972
Lo Dica In Italiano (Level 1 Tapebook)	National Textbook	1985
Lo Dica In Italiano (Level 2 Tapebook)	National Textbook	1971

--More Italian Materials on Next Page--

Raccontini Simpatici	National Textbook	1979
Raccontini Simpatici (Teacher's Guide)	National Textbook	1979
Racconti Simpatici	National Textbook	1979
Racconti Simpatici (Teacher's Guide)	National Textbook	1979
Dialoghi Simpatici	National Textbook	1985
Dialoghi Simpatici (Teacher's Guide)	National Textbook	1985
Incontri Culturali	National Textbook	1979
The Newspaper	National Textbook	1976

Russian Titles

Basic Russian Text Book 1	National Textbook	1985
Basic Russian Teacher's Guide	National Textbook	1985
Basic Russian Book 2	National Textbook	1985
Basic Russian Book 2 Teacher's Guide	National Textbook	1985
Basic Russian Tests	National Textbook	1985
Basic Russian Workbook 1	National Textbook	1985
Basic Russian Workbook 2	National Textbook	1985
Simplified Russian Grammar Hardbound Text	National Textbook	
Simplified Russian Key	National Textbook	

Japanese Titles

SR Japanese Textbook	National Textbook
SR Japanese Tapebook	National Textbook

Again, all these materials are available for review and circulation in Kent Library's Instructional Materials Center on the third level north. The center is open during regular library hours with the exception that **the IM Center is closed on Saturdays.** Hours on Sunday are from 1:00 to 10:00.

AT LEAST FIVE FOREIGN LANGUAGE FILMS ON VIDEO CASSETTES ALSO NOW AVAILABLE FROM IM CENTER

A note we received this summer from the IM Center staff indicates that several films are available to teachers on video-cassette:

1. Tonio Kroeger. 1965. German with English subtitles. 92 minutes. Black and white. CALL NUMBER: IM/VC/589.

2. La Belle et la bete (Beauty and the Beast). 1946. French with English subtitles. 95 minutes. Black and white. CALL NUMBER: IM/VC/560.

3. Le Charme discret de la bourgeoisie (The Discreet Charm of the Bourgeoisie. 1972. French with English subtitles. 100 minutes. Color. Directed by Luis Brnuel. CALL NUMBER: IM/VC/581.

4. The French Detective. 1979. French with English subtitles. 93 minutes. Color. CALL NUMBER: IM/VC/588.

5. Le Retour de Matin Guerre (The Return of Martin Guerre)--French Version. 1982. French with English subtitles. 111 minutes. Color. CALL NUMBER: IM/VC/593.

We personally have not reviewed these films, but we do know that the Bunuel film above received an Academy Award as best foreign film. Readers may wish to preview these in the IM Center, too, when they come to check on other materials.

FLIC QUESTIONNAIRE RESULTS REVEAL INSIGHTS INTO BREADTH AND DEPTH OF FOREIGN LANGUAGE INSTRUCTION IN SOUTHEAST MISSOURI

Many readers will recall from this past spring completing a brief questionnaire from our office, seeking information about the foreign language program in which they work and about their own individual training and experience. We mailed nearly 700 questionnaires in our initial mailing, to which we received approximately 200 responses. Our follow-up mailing produced a few more responses such that our "demographic" data base contains valuable information on some 298 teachers and their programs representing some 130 schools. Plus, several private school administrators were kind enough to report that their schools do not offer foreign language, and some of these sought information on how to initiate a program in their schools.

We are frankly disappointed in this limited response to our survey, and further, we are hard-pressed to find reasons why the response was not better. It is not our intent to chide those who, for whatever reason, did not return our survey, but rather to encourage those who may discover the survey in their "in" boxes to take the ten minutes or so to complete the document and to return it to us in the prepaid envelope. We will add those data to our data base, with sincere our thanks for your consideration.

Despite the rather disappointing return, we can report several findings from our survey, detailed subsequently. In sum, our correspondents are a rather highly educated and experienced group of teachers. Across the 25-county service area, students are offered a surprisingly broad choice of language choices, not limited to Spanish, French, and German, but also including Hebrew, Latin, Italian, Greek (no information whether that's ancient or modern), Russian, Chinese, and even Arabic and Swahili. The numbers of students served by respondents totaled 16,299 in public schools and 3,721 in private schools at grade levels from pre-kindergarten through college-level course offerings.

The following series of talbes serves as our summary of the data we collected and gleaned from the surveys returned:

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TABLE ONE

Levels of Education

Level	Number of Teachers
Bachelors	32
Bachelors plus hours	69
Masters	41
Masters plus hours	78
Doctorate	9

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TABLE TWO

Public Schools Reporting Foreign Language Programs

by County

1. Bollinger - Woodland High School - Spanish - 3 yrs.

2. Butler - Poplar Bluff High School - French - 2 yrs. Spanish 3 yrs.
Poplar Bluff Jr. High - Spanish - 2 yrs.
Neelyville High School - Spanish - 1 yr.

3. Cape Girardeau - Central High School - Spanish 4, Fr. 4, Latin 3
Central Jr. High - Spanish 4, Fr. 4, Latin 3
Jackson Jr. High - Spanish 4, Fr. 4
Jackson High School - Fr. 3-4, Spanish 2
Schultz Middle School - Spanish 4, Fr. 4, Latin 3
Oak Ridge High School - Spanish 2

4. Carter - Van Buren High School - Spanish 2, German 2

5. Crawford - Steelville High School - Fr. 3, German 2
Cuba High School - Spanish 3, Fr. 2

6. Dent - Salem High School - Spanish 3

7. Dunklin - Kennett Jr. & Sr. High Schools - Spanish 6, Fr. 5
Malden High School - Fr. 4
Senath High School - Spanish 1 Program triples 86-87
Clarkton High School - German 1
Southland High School - Spanish 2

8. Franklin - Sullivan H.S. - Sp 2, Fr 2
Pacific Jr. H.S. - Sp 4
East Central College - Sp 4, German 4, Fr. 2
Washington H.S. - Sp 4, German 4
Union H.S. - German 4, Sp 4
St. Clair H.S. - Ger 4, Sp 4
Pacific Sr. H.S. - Fr. 4, Sp 4
New Haven H.S. - Fr 3

9. Gasconade - Owensville H.S. - Sp 2
Hermann H.S. - Ger 3

10. Iron - South Iron Co. H.S. - Fr. 1, Sp 1
Iron Co. HiS. - Sp 3

11. Jefferson - Herculaneum H.S. - Sp 4, Fr 4
Grandview H.S. - Fr 4
Fox H.S. - Sp 4, Fr 4, Ger 4
Festus HS - Fr 4, Sp 4
Hillsboro H.S. - Sp 4
Northwest HS. - Sp 4, Fr 4
De Soto HS - Fr 2, Sp 2
Festus Upper Elementary School - Sp 1
Windsor HS - Sp 2, Fr 2
North Jefferson Middle School - Sp 4, Fr 4

12. Madison - Fredericktown HS - Sp 4, Ger 3

13. Mississippi - East Prairie HS - Sp 3
Charleston HS - Sp 2, Fr 3

14. New Madrid - Portageville HS - Fr 4
Gideon HS - Fr 4
New Madrid Co. Central HS - Fr 4

15. Pemiscot - Caruthersville HS - Fr 4, Sp 2
North Pemiscot HS - Sp 2-3

16. Perry - Perryville HS - Ger 3, Sp 7, Fr 7

17. Reynolds - Ellington HS - Sp 2

18. Scott - Chaffee HS - Fr 3
Scott City HS - Sp 4-5
Kelly HS - Fr 2, Sp 2
Sikeston HS - Sp 4, Fr 4

19. St. Francois - Farmington HS - Fr 5, Sp 5
West Co. HS - Ger 3
North St. Francois Co. HS - Sp 4, Fr 4

20. St. Louis - Holman Middle School - Fr 4, Sp 4, Ger 2
Haselwood Central - Fr 5, Sp 6, Ger 4
Affton Sr HS - Sp 4, Fr 4
Kirby Jr HS - Sp 4, Fr 3-4, Ger 3-4
Haselwood East HS - Sp 4, Fr 4, Ger 3
Pattonville Sr HS - Sp 5, Fr 4, Ger 4
Parkway West Sr. HS - Fr 5, Ger 5, Sp 5, Latin 4, Hebrew 2
Webster Groves Sr HS - Fr 6, Sp 6, Ger 4, Latin 4
Ritenour HS - Ger 4, Sp 4, Fr 4
Kirkwood HS - Fr 5, Sp 5, Ger 4-5, Latin 3
Sperreng Middle School - Fr 6, Ger 6, Sp 6, Latin 2
Riverview Gardens HS - Fr 4, Ger 4, Sp 4
Pattonville Heights Middle School - Fr 5, Sp , Ger
Parkway North HS - Sp 5, Fr 5, Ger 5, Latin 5, Hebrew 4
Horton Watkins HS - Sp 5, Fr 5, Ger 4, Latin 5, Hebrew 2
Brentwood HS - Sp 5, Fr 5
Hancock HS - Ger 2, Fr 3
Bayless HS - Fr 3, Ap 3
Clayton HS - Fr 6, Sp 6, Latin 6, Ger 4, Hebrew 2
Hixson Jr HS - Fr 6, Sp 6, Ger 4, Latin 4
Parkway West Jr HS - Fr 5, Ger 5, Latin 5, Sp 5, Hebrew 4
Oakville Sr HS - Sp 4, Fr 4, Ger 4, Latin 3
Lindbergh HS - Sp 5, Fr 5, Ger 5, Russian 5, Latin 4
Parkway South HS - Latin 5, Fr 5, Sp 5, Ger 5, Hebrew 1
McCluer HS - Ger 4, Fr 6, Sp 6
University City HS - Sp 7, Fr 7, Latin 7, Ger 4
Brittany Woods Middle School - Fr 7, Sp 7, Latin 7, Ger 4
Parkway Central High - Fr 5, Sp 5, Ger 5, Latin 4, Hebrew 4
Lafayette HS - Sp 4, Fr 4, Ger 4
Parkway Central Jr HS - Fr 6, Sp 6, Ger 6, Latin 6
Parkway South Jr HS - Fr 5, Sp 5, Ger 5, Latin 5, Hebrew 2
Berkeley Sr HS - Sp 6, Fr 6
Vallley Park Jr & Sr HS - Sp 6
Cross Keys Middle School - Fr 6, Sp 6, Ger 4, Latin 2
Normandy Jr HS - Sp 2
Normandy Sr HS - Fr 4, Ger 4, Sp 4
Maplewood-Richmond Hts Sr HS - Ger 4, Sp 4
Mehlville Sr HS - Fr 4, Ger 4, Sp 4, Latin 3
Nipher & North Kirkwood Middle Schools - Fr 4
Eskridge HS - Sp 1, Fr 1

****

TABLE THREE

Private Schools Reporting Foreign Language Programs

by County

(County not specified) St. John The Baptist - Sp 4, Ger 4
Child of Nazareth Lutheran Montessori School - Ger 4
The Principia Upper School - Fr 5, Sp 5, Ger 4

Butler County - Agape Christian School - Fr 6

Cape Girardeau County - Notre Dame HS - Sp 4
University Schools - Sp 6, Fr 6

Franklin County - St. Francis Borgia Regional HS - Latin 2, Sp 4

Jackson County - The Wilson School - Fr 7+

Kirkwood County - Vianney HS - Sp 5, Ger 4, Fr 4

Perry County - St. Vincent HS - Sp 2

St. Genevieve County - Valle HS - Fr 2, Sp 2, Latin 2

St Louis County - Notre Dame HS - Sp 5, Fr 6, Latin 5
St. Louis Prep. South - Latin 4, Sp 3, Fr 2
Lutheran HS South - Fr 4, Sp 4, Ger 4
St. Louis Univ. HS - Fr 4, Sp 4, Latin 4, Russian 4, Chinese 4,
Visitation Academy - Fr 17+, Sp 4, Latin 6
Community School - Fr 5
St. Louis Priory - Fr 6, Sp 3, Ger 3, Latin 6, Greek 6
Rosary HS - Fr 4, Sp 4
Immaculate Heart of Mary - Fr 7+
Chesterfield Day School - Ger 7+
Incarnate Word Academy - Sp 4, Fr 5
De Smet Jesuit HS - Fr 5, Sp 5, Ger 4, Latin
Cor Jesu Academy - Sp 4, Fr 4, Latin 4
Lutheran HS North - Ger 3, Fr 3
St. Elizabeth Academy - Fr 4, Sp 4, Latin 2
A Growing Place Montessori School - Fr, Sp, Ger, Italian, Arabic, Swahili
Holy Family School - Fr 2
St. Mary's Academy - Fr 4, Sp 4, Ger 4
Whitfield School - Fr 7+, Latin 4, Sp 4
Ursuline Academy - Fr 4, Sp 4
Rosati-Kain HS - Fr 5, Sp 5

****

TABLE FOUR

Self-Descriptions of School by Type

Type	Number
Academy	2
Archdiocesan	2
Laboratory School	2
Parochial	13
Private	9
Public	100

****

TABLE FIVE

Teaching Responsibilities of Reporting Teachers

by Responsibility

Responsibility	Number
Teach one foreign language and nothing else	118
Teach one foreign language and other subject(s)	81
Teach more than one foreign language	27
Teach more than one language and other subject(s)	11

****

TABLE SIX

Reported Grade Levels Teaching Responsibilities

by Earliest Grade Level Taught

Initial Grade Level and Upper Limit	Number of Teachers
K ages 2 1/2 years - 6 years	1
K - 3	2
K - 6	1
K - 12	1
1 - 6	1
1 - 8	2
2 - 5	1
2 - 6	1
4, 4, 9, 10, 11, 12	1
4 - 12	1
5 - 8	1
6 - 8	5
6 - 12	1
6, 11, 12, college-level	1
7	2
7 - 8	15
7, 8, 11, 12, college-level	1
7, 9, 10	1
7, 8, 9, 10, 12	1
7 - 12	23
8	2
8 - 9	2
8 - 10	1
8 - 11	1
8 - 12	10
8 - 12, college-level	1
9 -10	1
9 - 11	1
9, 10, 12	1
9 - 12	115
9 - 12, college-level	6
college-level	2

****

TABLE SEVEN

REPORTED NUMBER OF LANGUAGE STUDENTS IN PUBLIC SCHOOLS

by District

Advance R-IV - 5
Affton 101 - 138
Bayless - 62
Bernie - 17
Brentwood - 83
Cape Girardeau - 417
Carter Co. R-I - 31
Caruthersville - 50
Chaffee R-II - 20
Charleston - 100
Clarkton - 3
Clayton - 128
Crawford Co. R-II - 72
De Soto 73 - 140
Dexter R XI - 75
Dunklin R-V - 14
East Prairie R-II - 15
Farmington R-VII - 235
Ferguson-Florissant R-II - 677
Festus R-6 - 159
Fox C-6 - 410
Fredericktown R-I - 88
Gideon #37 - 24
Gasconade - 165
Grandview - 18
Hancock Place - 47
Hazelwood - 1147
Hillsboro - 154
Iron Co. C-4 - 59
Jackson R-II - 327
Kennett - 213
Kirkwood - 421
Ladue - 220
Lindbergh R-VIII - 730
Malden R-I - 80
Maplewood-Richmond Hts - 113
Mehlville R-IX - 694
Meramec Valley R-III - 316
Neelyville R-IV - 13
New Haven - 12
New Madrid Co. R-I - 175
Perry Co. #32 - 160
Pattonville R-III - 691
Parkway - 2,983
Oak Ridge R-VI - 15
Northwest R-I - 347
N. St. Francois Co. R-I - 130
North Pemiscot Co. - 20
Normandy - 170
Poplar Bluff R-I - 166
Potosi - 98
Ritenour - 155
Riverview Gardens - 54
Rockwood - 490
Salem R-80 - 100
Scott City R-I - 70
Scott Co. R-IV - 75
Senath C-8 - 22
Sikeston R-6 - 282
South Iron Co. R-I - 8
Southland C-9 - 20
South Pemiscot R-V - 28
Southern Reynolds R-II - 12
St. Clair R-13 - 120
St. Genevieve R-II - 49
Sullivan C-II - 62
Union R-XI - 246
University City - 279
Valley R-6 - 50
Valley Park - 70
Washington - 149
Webster Groves - 601
West St. Francois R-IV - 40
Wellston - 100
Woodland R-4 - 40
Windsor C-1 - 125

Sub-total of all foreign language students in these public schools is:

16,298 STUDENTS

Sub-total of all foreign language students in reporting private schools (details available upon request) is:

3,721 STUDENTS

GRAND TOTAL OF ALL FOREIGN LANGUAGE STUDENTS SERVED IN REPORTING PUBLIC AND PRIVATE SCHOOLS:

20,020 STUDENTS

****

TABLE EIGHT

Reported Native Speakers of Languages Taught

by Language(s)

Language(s)	Number
Spanish	11
French	6
German	10
German-French	1
Spanish-German	1

****

TABLE NINE

Years of Foreign Language Teaching Experience Reported

by Range of Years

Range	Number of Teachers
1 - 4	38
5 - 9	65
10 - 14	43
15 - 20	56
20 or more	32

****

The survey revealed other data about the use of several teaching aids, such as computers, language laboratories, and the like. Also, we collected data on the basal text series used in districts and schools and which publisher-provided supplementary resources (e.g., workbooks, tapes, software, etc.) the district or school had purchased.

These data are available to readers upon request, but it is not practical to reproduce them here. Readers are urged to inquire here at the Clearinghouse if a need arises, for example, to borrow one tape from a series of tapes (rather than purchase another entire set of tapes to replace the single missing one). We will be happy to try to help.

Por Favor... If You Please... S'il Vous Plait... Bitte...

Have we reached all the foreign language teachers in your school? in your district? Is there anyone else we should add to our mailing list? Is the mailing label we used to reach you correct in every detail? If not, make the corrections on the label (below), tear off this last page, and send it to us. Likewise, send us the names and addresses of other teachers and administrators that might find this newsletter of interest. The form below is for your convenience. We are grateful.

Name_____

Position/Title_____

School_____

Mailing Address_____

City_____ST_____Zip_____

County_____

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APPENDIX E

Questionnaire/Survey

"Demographic" Data/base

Foreign Language Information Clearinghouse

Personnel/Program Questionnaire

Name: (Mr.) (Ms.) (Dr.)_____
School:_____
School District:_____County:_____
School Mailing Address:_____
City:_____State: MO Zip:_____
School Phone:(_____) _____-_____ Best time to call:_____AM PM

1. Which best describes your school? (circle letter) a. public b. private c. parochial d. academy e. Other (specify)_____

2. Language(s) you teach (check): Sections per day: (circle)
   __French 1 2 3 4 5 6 7 8
   __Spanish 1 2 3 4 5 6 7 8
   __German 1 2 3 4 5 6 7 8
   __Other (specify)_____ 1 2 3 4 5 6 7 8
   What other subjects do you teach, if any?_____
   How many total non foreign language sections?_____

3. How many years of foreign language instruction are available in your district, to the best of your knowledge?

Language (specify)	Years of instruction (circle number)
I._____	1 2 3 4 5 6 7+
II._____	1 2 3 4 5 6 7+
III._____	1 2 3 4 5 6 7+
IV._____	1 2 3 4 5 6 7+
V._____	1 2 3 4 5 6 7+

4. Grade level(s) you teach: (circle all that apply)
   K 1 2 3 4 5 6 7 8 9 10 11 12 college-level

5. How many students in total do you have in all your foreign language classes? _____

6. Your level of education (circle letter):
   a. bachelors b. bachelors + ____hrs. c. masters d. masters + ____hrs. e. doctorate f. Other_____

7. If you have completed graduate credits, were they: (check all that apply)
   In a specific language? __No __Yes, in _____
   In education in general? __No __Yes
   In foreign language education in particular? __No __Yes
   In some other discipline? __No __Yes, in_____
   At which institution(s)?_____
   Year last graduate credits earned:_____

8. List all areas and levels of certification:

	Area	Level
Ex.	Spanish	K-9
Ex.	Social studies	7-12
I.		
II.		
III.		

9. Years of foreign language teaching experience, including this year: (circle letter) a. 1-4 b. 5-9 c. 10-14 d. 15-20 e. 20 or more

10. Are you a native speaker of a language you teach? ___No ___Yes, Of which language(s)?_____

11. Does your school or district have the following "administrative" positions? (check all that apply)

	Yes	No
Foreign language department chairperson	—	—
Foreign language curriculum specialist	—	—
Curriculum coordinator (generalist)	—	—

12. Please give the title and publisher of the BASAL TEXT SERIES used in the language classes you teach:

	Language (specify)	Basal Text Series	Publisher
Ex.	French	French for Mastery	D.C. Heath
I.			
II.			

13. Many basal text series publishers provide materials to supplement and complement the text series (e.g., tapes or workbooks). Please provide information about publisher-provided supplementary materials you use to support your basal text series for each foreign language cited on Item 12, lines I and II:

Language I:_____

Supplementary Materials:	Available from publisher?			Purchased for your classes?		
	Yes	No	Not sure	Yes	No	Not sure
Grammar Workbooks	—	—	—	—	—	—
Culture Workbooks	—	—	—	—	—	—
Audio Tapes	—	—	—	—	—	—
Video Tapes	—	—	—	—	—	—
Film Strips	—	—	—	—	—	—
Computer Software	—	—	—	—	—	—
Other:_____	—	—	—	—	—	—
_____	—	—	—	—	—	—

Language II:_____

Supplementary Materials:	Available from publisher?			Purchased for your classes?		
	Yes	No	Not sure	Yes	No	Not sure
Grammar Workbooks	—	—	—	—	—	—
Culture Workbooks	—	—	—	—	—	—
Audio Tapes	—	—	—	—	—	—
Video Tapes	—	—	—	—	—	—
Film Strips	—	—	—	—	—	—
Computer Software	—	—	—	—	—	—
Other:_____	—	—	—	—	—	—
_____	—	—	—	—	—	—

14. What instructional resources are available to you and to what extent do you use them? (Check all that apply.)

Resources:	Available?		Extent of Use:				
	Yes	No	Daily	Often	Sometimes	Seldom	Never
___Language Laboratory	—	—	_____	_____	_____	_____	_____
___Microcomputers	—	—	_____	_____	_____	_____	_____
___Apple	—	—	_____	_____	_____	_____	_____
___Commodore	—	—	_____	_____	_____	_____	_____
___Tandy	—	—	_____	_____	_____	_____	_____
___Other:_____	—	—	_____	_____	_____	_____	_____
___"Application Software" (e.g., Wordprocessing)	—	—	_____	_____	_____	_____	_____

15. May we give your name, address, and/or telephone number to teachers examining the materials in the Clearinghouse collection in order that they may contact you for additional information on the materials you are using?

___Yes ___No Initial here please:_____

16. If you have any comments and/or suggestions on either the survey in particular or the Project in general, please feel free to write them here or on another sheet:

APPENDIX F

Shelf Lists

FLIC Materials Collection

Title	Publisher	@C
Los Ultimos Chistes		
How the French boy learns to write.		
Methods of teaching modern languages.		
Northeast Conference on the Teaching of Foreign Lan		1954
Principles of language study		
Educational Tape Programs (6 Cassettes) French		
Educational Tape Programs (6 Cassettes) Spanish		
101+ Ways to Stimulate Conversation in a Foreign La	ACTFL Materials Ce	
Reprise Workbook	Allyn and Bacon	1975
Reprise Teacher's Guide	Allyn and Bacon	1975
Debuts Workbook	Allyn and Bacon	1975
Debuts Teacher's Guide	Allyn and Bacon	1975
Nueva Vista, Annotated Teacher's Ed.	Allyn and Bacon	1982
Multivista Cultural	Allyn and Bacon	1982
Vista Hispanica (Workbook for)	Allyn and Bacon	1982
Vista Hispanica (Teacher's Ed)	Allyn and Bacon	1982
Nueva Vista (Workbook for)	Allyn and Bacon	1982
Multivista Cultural (Teacher's Guide)	Allyn and Bacon	1982
Voces de Juventud	Allyn and Bacon	1978
Vivencias de Juventud	Allyn and Bacon	1977
Language and area studies in the armed services	American council o	1947
Speech development of a bilingual child; a linguist	AMS Press	1939
Workbook in Spanish Two Years	AMSCO	1957
Premier Livre	AMSCO	1981
French is Fun Teacher's Manual and Key	AMSCO	1985
French is Fun	AMSCO	1985
Realidad y fantasia	AMSCO	1984
Primer Libro	AMSCO	1973
Spanish is Fun Teacher's Manual and Key	AMSCO	1985
Spanish is Fun	AMSCO	1985
The New College French & English Dictionary	AMSCO	1972
The New College German & English Dictionary	AMSCO	1981
German First Year Workbook	AMSCO	1971
The New College Spanish & English Dictionary	AMSCO	1968
El Gesticulador	Appleton-Century-C	1963
Antologia del Saber Popular	Aztlan Publication	1971
Teaching of modern foreign language in the United S	bound pamphlet	
Experiments and studies in modern language teaching	bound pamphlet	
1,000 Spanish Idioms	Brigham Young Univ	1972
Aspects of language and language teaching	Cambridge U. P.	1968
Communicative syllabus design: a sociolinguistic mo	Cambridge U. P.	1978
Teaching and learning languages	Cambridge U. P.	1982
Surveys 2: eight state-of-the-art articles on key	Cambridge U. P.	1982
Surveys 1: eight state-of-the-art articles on key	Cambridge U. P.	1982
Workshop on the Teaching of Foreign Languages in th	Catholic Universit	1961
The use of vernacular languages in education: lang	Center for applied	1975
Teaching French as a Multicultural Language	Center For Applied	1981
Language learning and machine teaching.	Center for Curricu	1969
The development of modern-language skills: theory	Center for Curricu	1971
Foreign-language testing; theory and practice.	Center for Curricu	1972

Title	Publisher	@C
Individualization of instruction in foreign languag	Center for Curricu	1972
Toward a cognitive approach to second-language acqu	Center for Curricu	1971
Paris	Commissariat Gener	
How to learn a foreign language.	Crowell	1955
Workbook for French for Mastery 2	D. C. Heath	1975
Workbook for French for Mastery 1	D. C. Heath	1975
Panorama, Lectures Faciles 1	D. C. Heath	1983
Panorama Lectures Faciles 2	D. C. Heath	1982
Nouvelles lectures libres	D. C. Heath	1982
Nouvelles lectures libres	D. C. Heath	1982
French for Mastery Sample Pack	D. C. Heath	1982
French for Mastery Newsletter	D. C. Heath	Feb/
French for Mastery 2 Test Guide	D. C. Heath	1976
French for Mastery 1 Test Guide	D. C. Heath	1976
French for Fluency Teacher's Ed.	D. C. Heath	1985
En Mouvement A French Cultural Reader	D. C. Heath	1984
En Mouvement	D. C. Heath	1984
C'est comme ca	D. C. Heath	1978
French for Mastery (Sample Packet)	D. C. Heath	1984
Spanish for Mastery Sample Pack	D. C. Heath	1984
Spanish for Mastery Newsletter	D. C. Heath	Feb/
Spanish for Communication 2nd ed.	D. C. Heath	1984
Lecturas periodisticas 3rd Ed.	D. C. Heath	1986
Dia a Dia Spanish for Mastery Workbook	D. C. Heath	1981
Dia a Dia Spanish for Mastery Teacher's Ed.	D. C. Heath	1981
De aqui y de alla 2nd Ed.	D. C. Heath	1986
Bienvenidos Spanish for Mastery Workbook	D. C. Heath	1981
Bienvenidos Spanish for Mastery Teacher's Ed.	D. C. Heath	1981
Album Cuentos del Mundo Hispanico	D. C. Heath	1984
C'est comme ca	D. C. Heath	1978
The teaching of foreign language in the elementary	D. C. Heath	1953
Contes de L'inattendu	D. C. Heath	1959
French For Fluency Workbook	D. C. Heath	1985
El Espanol Al Dia	D. C. Heath	1985
El Espanol Al Dia	D. C. Heath	1985
El Espanol Al Dia Workbook	D. C. Heath	1985
Graded German Reader	D. C. Heath	1978
Beginning Italian	D. C. Heath	1979
Beginning Italian (Workbook/Lab. Manaul)	D. C. Heath	1979
Selected articles on the study of Latin and Greek	Debaters' Handbook	
Great Spanish Short Stories	Dell Publishing Co	1962
Language study: the school and the community	Elsevier	1977
Perspectives francaises cassette	EMC Publishing	
Perspectives francaises 1 cassette	EMC Publishing	1981
Perspectives francaises 2, Workbook	EMC Publishing	1982
Perspectives francaises 2	EMC Publishing	1984
Perspectives francaises 1 Teacher's Ed.	EMC Publishing	1984
Perspecives francaises 1, Workbook	EMC Publishing	1982
Perspecives francaises 1	EMC Publishing	1984
Deutsch Aktuell 1 Teacher's Edition	EMC Publishing	1985

Title	Publisher	@C
Deutsch Aktuell 2 Teacher's Edition	EMC Publishing	1986
Spanish for Business	EMC Publishing	1985
Spanish for Business	EMC Publishing	1985
El Espanol por el Mundo Specimen Copy	Encyclopedia Brita	
La Familia Fernandez Teacher's Manual	Encyclopedia Brita	1963
La Familia Fernandez	Encyclopedia Brita	1963
Emilio en Espana	Encyclopedia Brita	1965
Britannica review of foreign language education.	Encyclopedia Brita	1968
Language teaching and linguistics: surveys/Center	English-Teaching I	1985
Teaching a modern language.	F. S. Crofts & Co.	1942
Le Petit Prince	Gallimard	1946
Language and international studies.	Georgetown Univers	1973
Escenas Cortas	Gessler Publishing	1959
Cuadros Comicos	Gessler Publishing	1954
Los Ultimos Chis Tes	Gessler Publishing	1966
Lengua activa	Ginn & Co.	1975
An investigation of second-language teaching.	Ginn & Co.	1948
Second language learning.	Ginn & Co.	1948
Nouvelles Lectures A-LM 3	Harcourt Brace	1974
Nos Amis, Teacher's Ed.	Harcourt Brace	1979
Nos Amis, Cahier D'Exercices	Harcourt Brace	1979
Nos Amis, Cahier d'Activites	Harcourt Brace	1980
Nos Amis Teacher's Ed. of Test Booklet	Harcourt Brace	1979
Nos Amis Cahier d'Exercices	Harcourt Brace	1979
Nos Amis Cahier d'Activites	Harcourt Brace	1980
Nos Amis	Harcourt Brace	1979
Lisons et discutons A-LM 2	Harcourt Brace	1973
Le Monde des Jeunes, Cahier d'Exercices	Harcourt Brace	1980
Le Monde des Jeunes, Cahier d'Exercices	Harcourt Brace	1982
Le Monde des Jeunes, Cahier d'Exercices	Harcourt Brace	1980
Le Monde des Jeunes, Cahier d'Exercices	Harcourt Brace	1980
Le Monde des Jeunes, Cahier d'Exercices	Harcourt Brace	1980
Le Monde des Jeunes, Cahier d'Exercices	Harcourt Brace	1980
Le Monde des Jeunes, Cahier d'Exercices	Harcourt Brace	1982
A Lire Absolument!	Harcourt Brace	1982
Sol y Sombra 2nd ed.	Harcourt Brace	1977
Nuevas Lecturas A-LM 3	Harcourt Brace	1974
Nuestros amigos, Teacher's Test Booklet	Harcourt Brace	1979
Nuestros amigos, Teacher's Ed.	Harcourt Brace	1979
Nuestros amigos, Spanish 1	Harcourt Brace	1979
Nuestros amigos, Cuaderno de actividades 1	Harcourt Brace	1980
Muerte en el barrio	Harcourt Brace	1973
Lecturas para pensar y discutir	Harcourt Brace	1972
El Mundo de la Juventud, Teacher's Test Booklet 2	Harcourt Brace	1980
El Mundo de la Juventud, Teacher's Ed.	Harcourt Brace	1980
El Mundo de la Juventud, Cuaderno de ejercicios 2	Harcourt Brace	1981
El Mundo de la Juventud, Cuaderno de actividades 2	Harcourt Brace	1982
El Mundo de la Juventud	Harcourt Brace	1980
A-LM Spanish Teacher's Ed. 2nd ed.	Harcourt Brace	1969
Kaleidoscope	Harcourt Brace	1985

Title	Publisher	@C
Nos amis	Harcourt Brace	1979
Le Monde des Jeunes	Harcourt Brace	1980
Unsere freunde	Harcourt Brace	1978
Auf dem Wege!	Harcourt Brace	1983
Pack den rucksack! Ein lesebuch fur junge touriste	Harcourt Brace	1982
Kaleidoskop	Harcourt Brace	1985
Calidoscopio	Harcourt Brace	1985
Un Ami, C'est Quelqu'un Qui T'aime	Harcourt Brace	1965
Language and language learning; theory and practic	Harcourt Brace	1964
Le Compagnon Du Petit Prince	Harcourt Brace	1975
A-LM Spanish	Harcourt Brace	1971
Spanish, Reading For Meaning	Harcourt Brace	1966
New Second Edition Spanish	Harcourt Brace	1974
New Second Edition Spanish Teacher's Edition	Harcourt Brace	1974
En Ruta (Teacher's Manual)	Harcourt Brace	1985
En Ruta	Harcourt Brace	1985
Nuestros Amigos (Cuaderno de ejercicios)	Harcourt Brace	1979
Der Kleine Prinz	Harcourt Brace	1971
Tresors du temps Teacher's Guide	Harper & Row	1976
Tresors du temps	Harper & Row	1976
Jeunes voix, jeunes visages Workbook	Harper & Row	1970
Jeunes voix, jeunes visages Tests Teacher's Ed.	Harper & Row	1970
Jeunes voix, jeunes visages Tests Teacher's Ed.	Harper & Row	1970
Jeunes voix, jeunes visages Teacher's Ed.	Harper & Row	1979
Jeunes voix, jeunes visages	Harper & Row	1976
Fenetres sur la France Workbook	Harper & Row	1971
Fenetres sur la France Tests Teacher's Ed.	Harper & Row	1971
Fenetres sur la France Teacher's Ed.	Harper & Row	1976
Fenetres sur la France	Harper & Row	1976
Book III Spanish, A Modular Approach 2nd Ed.	Harper & Row	1976
Book II Spanish, A Modular Approach 2nd Ed.	Harper & Row	1982
Book I SPANISH A Modular Approach 2nd Ed.	Harper & Row	1982
Teacher's Guide to accompany Parole et Pensee	Harper & Row	1982
A language teacher's guide	Harper & Row	1954
How to learn languages and what languages to learn	Harper & Row	1973
Spanish Sign Language	Harrap	1977
Cross Cultural Booklet Series	Harrap	
Life in a French Town	Harrap	1968
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The study of language; a survey of linguistics and	Harvard University	1953
Problems of language and learning	Heinemann Educatio	1975
Interculture, Lectures et Activites	Heinle & Heinle	1983
Interaction, Revision de Grammaire Francaise	Heinle & Heinle	1983
Interaction, Cahier de Laboratoire et de Travaux Pr	Heinle & Heinle	1983
Interaction Tapescript	Heinle & Heinle	1983
Interaction Instructor's Manual	Heinle & Heinle	1983
Interaction cassette	Heinle & Heinle	
Vamos! Instrucor's Ed.	Heinle & Heinle	1985
Cambios la cultura Hispanica	Heinle & Heinle	1983
Conversation In French	Heinle & Heinle	1985

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Passeport pour la France	Holt	1977
South to Mexico	Holt	1977
Tu n'en reviendras pas, Charlie Brown	Holt	1972
Tu es dans le vent, Charlie Brown	Holt	1972
Siempre a flote, Charlie Brown	Holt	1971
Hay que ayudarte, Charlie Brown	Holt	1970
Me faire ca a moi, Charlie Brown	Holt	1974
Passeport pour la France	Holt	1977
Adelante, Charlie Brown	Holt	1969
Cuentos Allegres	Holt	1972
Cyrano de Bergerac	Holt	1951
Cuentos Alegres	Holt	1972
French Today sample cassette	Houghton Mifflin	1982
French Today Posters Teacher's Guide	Houghton Mifflin	1982
French Today Flashcards Teacher's Guide	Houghton Mifflin	1982
French Today 2 Workbook Teacher's Annotated Ed.	Houghton Mifflin	1982
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French Today 1 Workbook Teacher's Annotated Ed.	Houghton Mifflin	1982
French Today 1 Teacher's Test Guide	Houghton Mifflin	1982
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French Today 1 Cassettes Teacher's Guide	Houghton Mifflin	1982
Cuaderno de Ejecicios (beginning)	Houghton Mifflin	1972
French Today 1	Houghton Mifflin	1982
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French Today 1 Workbook Teacher's Annotated Edition	Houghton Mifflin	1982
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French Today 1 Tests	Houghton Mifflin	1982
Ohne Muhe	Houghton Mifflin	1980
Noch Dazu!	Houghton Mifflin	1980
Aventuras en la ciudad	Houghton Mifflin	1973
Spanish Today 1 Teacher's Annotated Edition	Houghton Mifflin	1982
Spanish Today 2	Houghton Mifflin	1982
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Papers in structural and transformational linguisti	Humanities Press	1970
Paraphrase grammars	Humanities Press	1971
Cartes sur table	Ideal Foreign Book	1984
Lectures integrales, Dossier des professeurs	Ideal Foreign Book	1984
Le p'tit Manuel	Ideal Foreign Book	1984
Cartes sur table, methode de francais pour adultes	Ideal Foreign Book	1981
Cartes sur table, methode de francais pour adultes	Ideal Foreign Book	1983
Cartes sur table, guide d'utilisation	Ideal Foreign Book	1983
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Una Vez Mas (26 Examenes)	Independent School	1983
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The linguistic sciences and language teaching.	Indiana University	1964
Linguistics and the teaching of English	Indiana University	1966
Hablemos En Espanol Reader	Institute of Moder	1971

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Lo Dica In Italiano (Text 3)	Institute of Moder	1972
The Learnables (set of five cassettes with workbook	International Ling	1981
Latin American Cultures	J. B. Lippincott C	1974
Foreign Language Expressions	J. Weston Walch	1974
300 Word Games For Foreign Language Classes	J. Weston Walch	1969
Rating Yourself As A Teacher	J. Weston Walch	1974
Life In Latin America	J. Weston Walch	1970
Fun With Spanish	J. Weston Walch	1962
10 Minutes a Day to Better Conversation	JRT Publications	1986
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Error analysis: perspectives on second language ac	Longman	1974
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Notre Monde Teacher's Ed.	Macmillan	1971
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En Route	Macmillan	1986
Vous et Moi Tape Manual and Workbook	Macmillan	1971
Notre Monde Tape Manual and Workbook	Macmillan	1971
Usted y Yo Teacher's Annotated Ed.	Macmillan	1975
Primer Paso	Macmillan	1975
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Usted y Yo Tape Manual and Workbook	Macmillan	1975
Nuestro Mundo Tape Manual and Workbook	Macmillan	1975
En Route Workbook and Tape Manual	Macmillan	1986
Pret A Lire Prose et Poemes Choisis	Macmillan	1980
Les Aventures du Petit Nicolas	Macmillan	1966
Pret a Lire prose et poemes choisis	Macmillan	1980
Les Joies de la lecture	Macmillan	1980
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Selecciones Espanolas	Macmillan	1980
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Language teaching, a scientific approach	McGraw-Hill	1964
Language testing; the construction and use of fl te	McGraw-Hill	1961
Le Francais: Continuons	McGraw-Hill	1975
La Fuente Hispana (Workbook)	McGraw-Hill	1977
Tesoro Hispanico (Instructor's Manual)	McGraw-Hill	1982
Tesoro Hispanico Second Edition	McGraw-Hill	1982

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La Fuente Hispana (Second Edition)	McGraw-Hill	1977
La Fuente Hispana (Instructor's Manual)	McGraw-Hill	1977
Galeria Hispanica (Instructor's Manual)	McGraw-Hill	1979
Saludos (Teacher's Edition)	McGraw-Hill	1985
Saludos First Part (Teacher's Edition)	McGraw-Hill	1986
Saludos Second Part (Teacher's Edition)	McGraw-Hill	1986
Amistades (Teacher's Edition)	McGraw-Hill	1985
Teaching a modern language	Meinnemann	1953
Reports of surveys and studies in the teaching of m	Modern Language As	1961
French Grammar	Monarch Press	1965
On linguistic method	Mouton	1964
Fundamentals of language	Mouton	1956
Tableaux culturels de la France	National Textbook	1974
Petits Contes Sympathiques	National Textbook	1984
Everyday Conversations in French	National Textbook	1981
Contes Sympathiques	National Textbook	1984
Cuentitos Simpaticos	National Textbook	1983
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Dialogos Simpaticos	National Textbook	1984
Everyday Conversations in Spanish	National Textbook	1983
Rencontres Culturelles	National Textbook	1977
Les Trois Mousquetaires	National Textbook	1983
Le Comte de Monte-Cristo	National Textbook	1983
Varietes	National Textbook	1982
Histoires celebres	National Textbook	1981
Les Assassins du Nord	National Textbook	1981
L'affaire quebecoise	National Textbook	1982
La Drole D'equipe	National Textbook	1981
Les Pique-niqueurs	National Textbook	1978
Les Contrebandiers	National Textbook	1983
La Momia Desaparece	National Textbook	1982
Un Verano Misterioso	National Textbook	1982
El Cid	National Textbook	1983
La herencia	National Textbook	1982
El Enredo	National Textbook	1979
El Ojo de Agua	National Textbook	1981
La casa embrujada	National Textbook	1982
Guide to Spanish Idioms	National Textbook	1980
El secuestro	National Textbook	1984
Manual de correspondencia espanola	National Textbook	1973
Morelos (boigrafia del heroe)	National Textbook	1979
Zapata (biografia del personaje)	National Textbook	1980
Porfirio Diaz (biografia del personaje)	National Textbook	1981
Francisco Villa (biografia)	National Textbook	1981
Lazaro Cardenas (biografia)	National Textbook	1980
Moctezuma (biografia)	National Textbook	1981
Juarez (biografia)	National Textbook	1979
Madero (biografia)	National Textbook	1981
Hidalgo (biografia)	National Textbook	1981
Les Journaux Francais	National Textbook	1975

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Les jeunes d'aujourd'hui	National Textbook	1960
Lettres des provinces	National Textbook	1968
Zigzags en France Le Tour de France	National Textbook	1976
Promenade dans Paris Le tour de France	National Textbook	1978
Visages du Quebec	National Textbook	1980
L'Affaire du cadavre vivant	National Textbook	1985
L'Affaire Quebecoise	National Textbook	1983
L'Affaire des tableaux voles	National Textbook	1984
L'Affaire des trois coupables	National Textbook	1983
Face-a-face	National Textbook	1977
L'Invasion de la Normandie	National Textbook	1981
Images d'Haiti	National Textbook	1980
Asi Escribimos Answer Key	National Textbook	1984
Ya Escribimos Answer Key	National Textbook	1985
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El Secuestro	National Textbook	1981
Cuentitos Simpaticos Teachers Guide	National Textbook	1983
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El Jaguar Curioso	National Textbook	
Student motivation and the foreign language teacher	National Textbook	1974
Comparative Culture and Government FSL Study Guides	National Textbook	1980
Joyeux Noel	National Textbook	1977
Un jour dans la vie	National Textbook	1975
L'Affaire des trois coupables	National Textbook	1978
La Vallee Propre	National Textbook	1975
Le Tresor des pirates	National Textbook	1984
Le Collier Africain	National Textbook	1985
Teacher's Guide to Les jeunes d'aujourd'hui	National Textbook	1978
Petits Contes Sympathiques Teacher's Guide	National Textbook	1979
La Drole D'Equipe	National Textbook	1981
Le Grand Prix	National Textbook	1984
L'Invasion de la Normandie	National Textbook	1974
L'Affaire des tableaux voles	National Textbook	1976
Lettres de France	National Textbook	1976
Pages Choisies	National Textbook	1981
Personalizing foreign language instruction: learni	National Textbook	1977
Opportunities In Teaching Careers	National Textbook	1977
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French Verb Drills	National Textbook	1984
Entretiens Avec Les Mots (Voc. Practice)	National Textbook	1984
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French Vocabulary, Creative Bingo Games	National Textbook	1979
Loterie, French Verbs, Creative Bingo Games	National Textbook	1979
Compositions Illustrees Workbook	National Textbook	1984
Parlons Francais!	National Textbook	1982
Jeux Culturels	National Textbook	1974
The Magazine, Cross-Cultural awareness in French	National Textbook	1976

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Encuentros culturales, Teacher's Guide	National Textbook	1975
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Everyday Conversations In Spanish	National Textbook	1983
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Just Listen 'N Learn Spanish	National Textbook	
Ballet Folclorico Nacional De Mexico (2 Cassettes)	National Textbook	
Lustige Dialoge	National Textbook	1985
The Regions of France Series (8 Titles)	National Textbook	1974
Life French Style Series (16 titles)	National Textbook	1977
Discovering Spain Series (7 Titles)	National Textbook	1977
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Lo Dica In Italiano (Text 2)	National Textbook	1971
Lo Dica In Italiano (Text One)	National Textbook	1977
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Lo Dica In Italiano (Reader Two)	National Textbook	1972
Lo Dica In Italiano (Tapebook 2)	National Textbook	1971
The Magazine	National Textbook	1982
Lustige Dialoge (Teacher's Guide)	National Textbook	1985
Lustige Geschichten (Reader for Beginners)	National Textbook	1986
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Spannende Geschichten (Reader for Intermediate Stud	National Textbook	1985
Kulturelle Begegnungen	National Textbook	1981
Amerikaner Aus Deutschland	National Textbook	1986
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Die Jagd Nach Dem Familienerbe (Detektiv Erwin von	National Textbook	1982
Das Geheimnis Im Elbtunnel (Detective Erwin Von Hab	National Textbook	1982
Innsbrucker Skiabenteuer (Detektiv Erwin von Habeni	National Textbook	1978
Hoch In Den Alpen (Detektiv Erwin von Habenichts)	National Textbook	1979
Just Listen 'n Learn German (Book, 3 Cassettes & Te	National Textbook	1985
MD, Erika und die Geisterbahn (Die Krimi Serie)	National Textbook	1978
MD und die Juwelen (Die Krimi Serie)	National Textbook	1976
MD Und Erika in Mallorca (Die Krimi Serie)	National Textbook	1978
MD, Erika und der Schreibschrank (Die Krimi Serie)	National Textbook	1978
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Raccontini Simpatici	National Textbook	1986
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Dialoghi Simpatici	National Textbook	1985
Dialoghi Simpatici (Teacher's Guide)	National Textbook	1985
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The Newspaper	National Textbook	1976
Lo Dica In Italiano (Level 1 Tapebook)	National Textbook	1985
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The gooficon: a repair manual for English	Newbury House	1980
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Caring and sharing in the foreign language class:	Newbury House	1978
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Teaching languages: a way and ways	Newbury House	1980
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Research in language testing	Newbury House	1980
Comunicando Con Palabras	Newbury House	1984
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Trabajo y Vida	Newbury House	1983
Noticiario Primer Nivel	Newbury House	1981
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The principles of language study	Oxford University	1964
French Verbs and Essentials of Grammar	Passport Books	1985
Spanish Verbs and Essentials of Grammar	Passport Books	1984
Principles and practice in second language acquisit	Pergamon	1982
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Principles of language learning and teaching.	Prentice-Hall	1980
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Voix et Visages de la France Unit Tests Teacher's M	Rand McNally	1974
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Voix et Visages de la France Study Guide, Workbook	Rand McNally	1974
Voix et Visages de la France Games Packet	Rand McNally	1974
Sounds of French, A self-instructional program	Rand McNally	1974
Cuentecitos	Regents Publishing	1968
El Sombrero de Tres Picos	Regents Publishing	1974
Espana: cultura y civilizacion	Regents Publishing	1974
Scenes et Sejours	Scott Foresman	1973
Son el sens	Scott Foresman	1972
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Promenades Et Perspectives (Textbook)	Scott, Foresman	1984

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Promenades Et Perspectives (Teacher's Handbook & An	Scott, Foresman	1984
Promenades Et Perspectives (Workbook & Tape Manual)	Scott, Foresman	1979
Salsa Y Salero (Textbook)	Scott, Foresman	1984
Salsa Y Salero (Answer Key & Teacher's Tapescript f	Scott, Foresman	1981
Salsa Y Salero (Workbook & Tape Manual)	Scott, Foresman	1991
Salsa Y Salero (Teacher's Handbook & Answer Key)	Scott, Foresman	1984
Son Et Sens (Teacher's Edition)	Scott, Foresman	1984
Son Et Sens (Sample Duplicating Master Test)	Scott, Foresman	1984
Son Et Sens (A Guided Tour Pamphlet)	Scott, Foresman	
Son Et Sens (Answer Key for Wrkbk. & Tape Manual)	Scott, Foresman	1984
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Son Et Sens (Wrkbk. & Tape Manual)	Scott, Foresman	1984
Scenes Et Sejours (Teacher's Edition Textbook)	Scott, Foresman	1984
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The Theater arts and the Teaching of Second Languag	Addison-Wesley	1984
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Vive Le Francais! Book 1	Addison-Wesley	1978
Vive Le Francais! (Workbook 1)	Addison-Wesley	1978
Vive Le Francais! (Teacher's Edition)	Addison-Wesley	1978
Vive Le francais! (Book 2)	Addison-Wesley	1978
Vive Le Francais! (Book 3)	Addison-Wesley	1979
Tactics face a face (Guide du Maitre)	Addison-Wesley	1984
C'est Ca (Beginning Book)	Addison-Wesley	1983
C'est Ca (Guide, Answer Key, and Tapescript)	Addison-Wesley	1983
Chacun Son gout (Readings for Communication)	Addison-Wesley	1983
Chacun Son Gout (Guide, Answer Key, and Tapescript)	Addison-Wesley	1983
Chinese Step-By-Step (Book 1)	Addison-Wesley	1986
Chinese Step-By-Step (Teacher's Guide Book 1)	Addison-Wesley	1986
Accents 1 (kGuide Du Maitre)	Addison-Wesley	1985
Accents 1 (Cahier d'Activites)	Addison-Wesley	1986
Accents 1 (Teacher's Resource Book)	Addison-Wesley	1986
Accents 2	Addison-Wesley	1985
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Barron's How to Prepare for the College Board Achie	Barron's	1986
Barron's Regents Exams and Answers	Barron's	1985
French Now (Workbook)	Barron's	1984
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Mastering French (Book & 12 Cassettes)	Barron's	1985
German (How to Prepare for College Board Achievemen	Barron's	1980
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Mastering Italian	Barron's	1985
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Mastering Spanish (12 Cassettes and Book)	Barron's	1985
El Espanol Al Dia (Workbook)	D.C. Heath	1985
Basic Spanish Grammar (Teacher's Manual)	D.C. Heath	1981
Basic Spanish Grammar Textbook	D.C. Heath	1980
Basic Spanish Grammar Workbook	D.C. Heath	1981
El Espanol Al Dia	D.C. Heath	1985
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El Espanol Al Dia Tapescript 1	D.C. Heath	1985
El Espanol Al Dia Tapescript 2	D.C. Heath	1985
El Espanol Al Dia Workbook 2	D.C. Heath	1985
Mastering Spanish	D.C. Heath	1983
Mastering Spanish (Workbook/Testing Program for)	D.C. Heath	1983
Tapescript for Mastering Spanish	D.C. Heath	1983
Poco a Poco (Instructor's Edition)	Heinle & Heinle	1986
Poco a Poco (Lab. Manual/Workbook)	Heinle & Heinle	1986
Charlemos un Poco (Textbook)	Heinle & Heinle	1986
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Ahora, Leamos (Intermediate Reader)	Heinle & Heinle	1986

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Et Vous Writing Activities	Holt	1983
Et Vous?	Holt	1986
Et Vous? Teacher's Edition	Holt	1986
La Famille Martin	Holt	1977
Nous Tous	Holt	1986
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Nous Tous Writing Activities	Holt	1986
Con Mucho Gusto	Holt	1984
Con Mucho Gusto Instructor's Edition	Holt	1984
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Habla Espanol? Cuaderno de Ejercicios	Holt	1985
Habla Espanol? Manual de Laboratorio	Holt	1985
La Familia Marin	Holt	1972
Y Tu?	Holt	1986
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Reflejos (Intermediate Reader)	Holt	1983
Paso a Paso (Themes for Developing Reading Skills)	Holt	1978
Espejos (Intermediate level reading text)	Holt	1980
Imaginacion Y Fantasia (Intermediate Reader)	Holt	1983
Cara a Cara Basic Reader for Communication	Holt	1982
Skidiz, An inventory of slang	Ideal Books	1977
Facons de Parler	Ideal Books	1981
Parler Et Convaincre	Ideal Books	1979
Savoir-Vivre En France	Ideal Books	1978
Ecrire a Tout le Monde	Ideal Books	1979
The Gimmick	Ideal Books	1971
The Gimmick 3	Ideal Books	1978
La France En Direct (student bk 1)	Ideal Books	1969
La France En Direct Cahier d'Exercices	Ideal Books	1969
En Avant La Musique student text for 6-8	Ideal Books	1984
En Avant La Musique 1 (Teacher bk)	Ideal Books	1984
En Avant La Musique 1 (Exercises)	Ideal Books	1984
La France En Direct Cashier D'Exercises 2	Ideal Books	1970
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Ecritures Bk 1	Ideal Books	1980
Ecritures Bk 2	Ideal Books	1980
Ecritures Bk 3	Ideal Books	1981
Auf Deutsch Bitte (Text 2)	Institute of Modern	1971
Auf Deutsch Bitte (Tapebk 2)	Institute of Modern	1971

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Auf Deutsch Bitte (Reader 2)	Institute of Modern	1972
Auf Deutsch Bitte (Text 3)	Institute of Modern	1972
Dicho Y Hecho (Beginning Textbook)	John Wiley & Sons	1985
Dicho Y Hecho (Beginning Workbook)	John Wiley & Sons	1985
Dicho Y Hecho (Instructor's Manual)	John Wiley & Sons	1985
Deutsch Aktiv 1 (Lehrbuch)	Langenscheidt	1979
Deutsch Aktiv 1 (Companion Grammar)	Langenscheidt	1983
Deutsch Aktiv 1 (Lehrerhandbuch)	Langenscheidt	1979
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Deutsch Aktiv 2 (Companion Grammar)	Langenscheidt	1986
Deutsch Konkret (Textbook 1)	Langenscheidt	1985
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Deutsch Konkret 2 (Workbook)	Langenscheidt	1986
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Du und Ich (Handbook for Pre-School or Kindergarten	Langenscheidt	1983
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Du und Ich (Song Offerings expanded from handbook)	Langenscheidt	1983
Worter-Bilder-Situationen	Langenscheidt	1983
Erzahl doch mal von dir! (Text-workbook)	Langenscheidt	1985
Prosa der Gegenwart (Collection of Cont. stories)	Langenscheidt	1985
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Deutsch Konkret 2 (Textbook)	Langenscheidt	1985
Au Courant Level 1	Longman	1979
Au Courant Level 2	Longman	1980
D'Accord 1	Longman	1982
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D'Accord 2	Longman	1982
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D'Accord 3 (Teacher's Book)	Longman	1984
Imparo L'italiano 1	Longman	1983
Imparo l'italiano 2	Longman	1984
Imparo l'italiano 3	Longman	1984
Topical Spanish	Longman	1981
Vamos Amigos	Longman	1978
Vamos Amigos	Longman	1981
Vamos Amigos	Longman	1983
Vamos Amigos (Teacher's Guide)	Longman	1978
Vamos Amigos (Teacher's Guide)	Longman	1981
Vamos Amigos (Teacher's Guide)	Longman	1983
Breves Cuentos Hispanos (Ten Stories)	Macmillan	1986
Auf Deutsch Bitte	National Textbook	1985
The German Businessmate	National Textbook	1986
SR Japanese Tapebook	National Textbook	
SR Japanese Textbook	National Textbook	

TITLE	PUBLISHER	@
Latin Book One Teacher's Key	National Textbook	
Latin Book One Workbook	National Textbook	
Latin Book Two	National Textbook	
Latin Book Two Teacher's Key	National Textbook	
Latin Book Two Workbook	National Textbook	
Latin Workbook Ans. Book One	National Textbook	
Latin Workbook Ans. Book Two	National Textbook	
Latin, Book One	National Textbook	
Basic Russian (Teacher's Guide)	National Textbook	1985
Russian Book 2	National Textbook	
Russian Book 2 Teacher's Guide	National Textbook	
Russian Tests	National Textbook	
Russian Text Book 1	National Textbook	
Russian Workbook 2	National Textbook	
Russian Workbook Book 1	National Textbook	
Simp. Russian Key	National Textbook	
Simplified Russian Grammar Hardbound Text	National Textbook	
Basic Spanish Conversation	National Textbook	1985
Cuentos De Hoy (9 Contemporary Short Stories)	National Textbook	1983
Cuentos Puertorriquenos	National Textbook	1985
Dialogos Contemporaneos	National Textbook	1986
Don Quijote De La Mancha	National Textbook	1981
Dos novelas Picarescas (Lazarillo de Tormes, Gil Bl	National Textbook	1986
El Cid (An Adaptation in Prose)	National Textbook	1982
La Gitanilia (Novela Ejemplar de Cervantes)	National Textbook	1977
Leyendas Latinoamericanas	National Textbook	1980
Leyendas Mexicanas	National Textbook	1979
Leyenoas oe Espana	National Textbook	1983
Leyenoas Oe Puerto Rico	National Textbook	1982
Literatura Moderna Hispanica (An Anthology)	National Textbcok	
Relatos Latinoamericanos: La Herencia Africana	National Textbook	1986
Teatro Moderno Hispanico (Selections from South Ame	National Textbook	1985
The Leyeenoas Series (Legends & Folklore Sampler Sp	National Textbook	1985
The Newspaper	National Textbook	1982
The Spanish businessmate	National Textbook	1986
The Sports Page	National Textbook	1977
Tres Novelas LatinoAmericanas (Martin Rivas, Maria,	National Textbook	1986
Tres Novelas Espanolas (La Gitanilla, El Alcalde De	National Textbook	1986
Teatro Hispanico (3 Contemporary Plays) El Tigre, Y	National Textbook	1985
Joyas De Lectura (Las Medias De Los Flamencos, La G	National Textbook	1986
Auf Deutsch Bitte (Level 1 Tapebook)	National Textbook	1985
Auf Deutsch Bitte (Level 1 Text)	National Textbook	1985
Casos y Cosas (Beginning Reader)	Scott, Foresman	1981
Espanol Sin Fronteras Guia De Ensenanza	Voluntad	1979
Espanol Sin Fronteras Libro Del Alumno	Voluntad	1979
Espanol Sin Fronteras Cuaderno De Traba Jo	Voluntad	1978
Espanol Sin Fronteras Cuaderno De Trabajo	Voluntad	1979
Espanol Sin Fronteras Evaluacion	Voluntad	1979
Espanol Sin Fronteras Evaluacion	Voluntad	1978
Espanol Sin Fronteras Libro Del Alumno	Voluntad	1978

TITLE	PUBLISHER	@
Lecturas Estructuales (Espanol Sin Fronteras 1)	Voluntad	1978
Lecturas Estructurales (Espanol Sin Fronteras 2)	Voluntad	1979

Language	Software Name	Hardware	Distibutor
	Language Demonstration Disk	Apple	Conduit
	Slide Projector	Apple	Conduit
English	Writer's Helper	Apple	Conduit
English	Writer's Helper Work Disk	Apple	Conduit
English	DASHER	Apple	Conduit
English	Correct Behavior The Mexican Way	Apple	Langenscheid
English	Correct Behavior the French Way	Apple	Langenscheid
English	Correct Behavior the German Way	Apple	Langenscheid
English	Correct Behavior the Japanese Way	Apple	Langenscheid
French	French Review Packet	Apple	COMPress
French	DASHER Drills for Decouverte et Creation	Apple	Conduit
French	DASHER Drills for Contacts Demo disk	Apple	Conduit
French	DASHER	Apple	Conduit
French	Paris En Metro (Le Francais Par Ordinate	Apple	D.C. Heath
French	French Demo Disk	Apple II	Flag Enterpr
French	Le Vocabulaire Francais	Apple	Island Softw
French	Rebound	Apple	Langenscheid
French	Shapes	Apple	Language wit
French	French Grammar Computerized	IBM	Lingo Fun
French	Le Grand Concours 01-1 AATF National Fre	Apple	Lingo Fun
French	French Achievement II	Apple	Microcompute
French	Basic Vocabulary Builder on Computer	Apple	Passport Boo
French	Drill & Filler	Apple	PLS Publicat
French	Queue French Voc. Games	Apple	Queue, Inc.
Fr/Sp/Gn	Foreign Language Series	Apple	SEI - Sliwa
German	German Review Packet	Apple	COMPress
German	German Vocabulary Drill	Apple II	Compu-tation
German	DASHER Drills for Deutsch Huete Demo Dis	Apple	Conduit
German	DASHER Drills for Deutsche Sprache und L	Apple	Conduit
German	DASHER	Apple	Conduit
German	German Demo Disk	Apple II	Flag Enterpr
German	German Idiom Master	Apple	Lingo Fun
German	German Relpros and Adjends	Apple	Lingo Fun
German	German Grammar Computerized I	Apple	Lingo Fun
German	Basic Vocabulary Builder on Computer	Apple II	Passport Boo
German	German Vocabulary Games	Apple	Queue
German	On Target	Apple	Langenscheid
Italian	Prego Demonstration Disk	Apple	Conduit
Italian	Vocabolario Italiano	Apple II	Island Softw
Latin	Latin Hangman	Apple	George Earl
Latin	Introduction to Latin Vocabulary	Apple	Gessler Publ
Latin	Vocabularium Latini	Apple II	Island Softw
Latin	Latin Grammar Computerized I	Apple	Lingo Fun
Latin	Latin Tutor	Apple	Queue
Latin	Vocabulary on the Attack	Apple	World Press
Latin	Vocabulary on the Attack	Apple	Langenscheid
Spanish	DASHER Drills for En Camino Demo disk	Apple	Conduit
Spanish	DASHER Drills for Puntos de Partida Demo	Apple	Conduit
Spanish	DASHER Drills for En Contacto Demo disk	Apple	Conduit
Spanish	DASHER	Apple	Conduit
Spanish	Practicando Espanol Disk #1 Verbs	Apple	Conduit
Spanish	Practicando Espanol Disk #2 Vocabulary	Apple	Conduit
Spanish	Spanish Demo Disk	Apple II	Flag Enterpr

Language	Software Name	Hardware	Distibutor
Spanish	The Spanish Hangman	Apple II	George Earl
Spanish	El Vocabulario Espanol	Apple II	Island Softw
Spanish	Spanish Grammar Computerized II	Apple	Lingo Fun
Spanish	Como se dice...A Spanish Translation Gam	Apple	Lingo Fun
Spanish	Teaching Assistant	Apple	MECC
Spanish	Spanish Achievement I	Apple	Microcompute
Spanish	MicroReaders (3 disks & typed copy of ma	Apple	MicroMedia/J
Spanish	MicroReaders (3 disks & typed copy of ma	Apple	MicroMedia/J
Spanish	MicroReaders (3 disks & typed copy of ma	Apple	MicroMedia/J
Spanish	Word-Storm (Computer game & text)	Apple	MicroMedia/J
Spanish	Multiple Chase (computer game & text)	Apple	MicroMedia/J
Spanish	Disk-Batch (computer games & text)	Apple	MicroMedia/J
Spanish	Condorito (Comic Book & voc. list)	Apple	MicroMedia/J
Spanish	Basic Vocabulary Builder on Computer	Apple	Passport Boo
Spanish	Al Pie de la Letra	Apple II	Sunburst Com
Spanish	The Con Concluesion	Apple	Langenscheid

APPENDIX G

Workshop Evaluation Summaries

WORKSHOP PRESENTATION EVALUATION

FOREIGN LANGUAGE INFORMATION CLEARINGHOUSE

SOUTHEAST MISSOURI STATE UNIVERSITY

CARUTHERSVILLE AREA FOREIGN LANGUAGE TEACHERS

CARUTHERSVILLE, MISSOURI

JANUARY 29, 1986

INSTRUCTIONS

The attached evaluation form consists of two parts. Part I is for an evaluation of the workshop as a whole. Part II consists of separate evaluation forms for the workshop facilitator(s).

For each of these forms, a five-point rating scale should be used, with (1) representing the least favorable rating, (3) representing average or neutral, and (5) representing the most favorable rating:

Very Low		Average		Very High
1	2	3	4	5

Please **circle the number** that represents your opinion of your experience in this workshop.

There is space on both evaluation forms for your comments and perceptions of the individual evaluation items. Such commentary is welcomed and solicited but by no means required. However, your thoughtful responses to the open-ended questions at the bottom of each evaluation will assist us in providing the best possible service to you as we work together to improve foreign language education in Southeast Missouri.

PART I - THE WORKSHOP AS A WHOLE

1. Usefulness of the workshop for enhancing instruction.	No Use Whatsoever 1	2	3	4	Extremely Useful 5
Comments: mean = 4.14; # of responses:			(2)	(2)	(3)
2. General format of workshop.	Terrible 1	2	3	4	Very Good 5
Comments: mean = 3.86; # of responses:			(3)	(2)	(2)
3. How were your attitudes and/or approaches to instruction affected by this workshop?	Very Negatively 1	2	3	4	Very Positively 5
Comments: mean = 4.71; # of responses:				(2)	(5)
4. What is your opinion regarding the educational approaches and/or ideas presented in this workshop?	Extremely Low 1	2	3	4	Extremely High 5
Comments: mean = 4.29; # of responses:			(1)	(3)	(3)
5. In the future, and as a result of your experience in this workshop, to what degree will you use these ideas in your classroom?	Will Not Use At All 1	2	3	4	Will Use Totally 5
Comments: mean = 4.00; # of responses:		(1)		(4)	(2)
6. Overall, how would you rate this workshop?	Very Low 1	2	3	4	Very High 5
Comments: mean = 4.29; # of responses:			(1)	(3)	(3)

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7. Please identify/comment upon the positive aspects of this workshop.

Liked the small group enviornment and the interchange of ideas. Increased my effectiveness as a teacher. Gave me a new outlook on FL. Relaxed atmosphere. Good exchange of ideas, learned that we share the same problems, hopes ect.

8. Please identify/comment upon the negative aspects of this workshop.

Not enough time. Would like to have more tangibles to take home. More time on methods.

9. Please add any additional comments regarding this workshop which might be useful in helping it to reach its potential.

Need more concentrated format rather than "broadcast" method.

PART II - FACILITATOR EVALUATION

FACILITATOR: Leon Book

	Very Low 1	2	3	4	Very High 5
1. Enthusiasm of facilitator					
Comments: mean = 5; # of responses:					(7)
2. Preparation for workshop	1	2	3	4	5
Comments: mean = 4.71; # of responses:				(4)	(3)
3. Organization of workshop	1	2	3	4	5
Comments: mean = 4.00; # of responses:			(2)	(3)	(2)
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4	5
Comments: mean = 4.71; # of responses:			(1)		(6)
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3	4	5
Comments: mean = 4.71; # of responses:				(2)	(5)
6. Effective use of time	1	2	3	4	5
Comments: mean = 3.71; # of responses:			(3)	(3)	(1)
7. Presentation was adaptable to participants' teaching needs	1	2	3	4	5
Comments: mean = 3.86; # of responses:		(1)	(1)	(3)	(2)

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8. What were the major strengths of this facilitator?
Enthusiasm, anxious to understand our needs. Ability to communicate well. Good listener and good suggestions. His enthusiasm and his concern for the student and interpreting the FL. Ability to recognize our needs.

9. What were the major weaknesses of this facilitator?
Need more direct suggestions. More organization. Could have been arranged better.

10. What other suggestions might you have for this facilitator?

WORKSHOP PRESENTATION EVALUATION

FOREIGN LANGUAGE INFORMATION CLEARINGHOUSE

SOUTHEAST MISSOURI STATE UNIVERSITY

KENNETT AREA FOREIGN LANGUAGE TEACHERS

KENNETT, MISSOURI

FEBRUARY 13, 1986

INSTRUCTIONS

The attached evaluation form consists of two parts. Part I is for an evaluation of the workshop as a whole. Part II consists of separate evaluation forms for the workshop facilitator(s).

For each of these forms, a five-point rating scale should be used, with (1) representing the least favorable rating, (3) representing average or neutral, and (5) representing the most favorable rating:

Very Low		Average		Very High
1	2	3	4	5

Please **circle the number** that represents your opinion of your experience in this workshop.

There is space on both evaluation forms for your comments and perceptions of the individual evaluation items. Such commentary is welcomed and solicited but by no means required. However, your thoughtful responses to the open-ended questions at the bottom of each evaluation will assist us in providing the best possible service to you as we work together to improve foreign language education in Southeast Missouri.

PART I - THE WORKSHOP AS A WHOLE

1. Usefulness of the workshop for enhancing instruction.	No Use Whatsoever 1	2	3	4	Extremely Useful 5
Comments: Mean = 3.33			(2)	(1)		
2. General format of workshop.	Terrible 1	2	3	4	Very Good 5
Comments: Mean = 3.66			(2)		(1)	
3. How were your attitudes and/or approaches to instruction affected by this workshop?	Very Negatively 1	2	3	4	Very Positively 5
			(1)	(1)	(1)	
Comments: Mean = 4						
4. What is your opinion regarding the educational approaches and/or ideas presented in this workshop?	Extremely Low 1	2	3	4	Extremely High 5
				(3)		
Comments: Mean = 4						
5. In the future, and as a result of your experience in this workshop, to what degree will you use these ideas in your classroom?	Will Not Use At All 1	2	3	4	Will Use Totally 5
			(1)	(2)		
Comments: Mean = 3.66						
6. Overall, how would you rate this workshop?	Very Low 1	2	3	4	Very High 5
			(1)	(2)		
Comments: Mean = 3.66						

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7. Please identify/comment upon the positive aspects of this workshop. "Roundtable discussion of classroom techniques"

8. Please identify/comment upon the negative aspects of this workshop. "Not enough time for interaction"

9. Please add any additional comments regarding this workshop which might be useful in helping it to reach its potential.

PART II - FACILITATOR EVALUATION

FACILITATOR: Leon

	Very Low 1	2	3	4	Very High 5
1. Enthusiasm of facilitator					(3)
Comments: Mean = 5					
2. Preparation for workshop	1	2	3	4	5 (3)
Comments: Mean = 5					
3. Organization of workshop	1	2	3	4 (2)	5 (1)
Comments: Mean = 4.33					
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4 (2)	5 (1)
Comments: Mean = 4.33					
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3 (1)	4 (1)	5 (1)
Comments: Mean = 4					
6. Effective use of time	1	2	3 (1)	4 (2)	5
Comments: Mean = 3.66					
7. Presentation was adaptable to participants' teaching needs	1	2	3 (1)	4 (2)	5
Comments: Mean = 3.66					

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8. What were the major strengths of this facilitator?
"Pleasant and enthusiastic" "Enthusiasm, willingness to help instructors"

9. What were the major weaknesses of this facilitator?
"More time needed for roundtable dicussions"

10. What other suggestions might you have for this facilitator?

WORKSHOP PRESENTATION EVALUATION

FOREIGN LANGUAGE INFORMATION CLEARINGHOUSE

SOUTHEAST MISSOURI STATE UNIVERSITY

JEFFERSON COUNTY FOREIGN LANGUAGE TEACHERS

HILLSBORO, MISSOURI

FEBRUARY 18, 1986

INSTRUCTIONS

The attached evaluation form consists of two parts. Part I is for an evaluation of the workshop as a whole. Part II consists of separate evaluation forms for the workshop facilitator(s).

For each of these forms, a five-point rating scale should be used, with (1) representing the least favorable rating, (3) representing average or neutral, and (5) representing the most favorable rating:

Very Low		Average		Very High
1	2	3	4	5

Please <u>circle the number</u> that represents your opinion of your experience in this workshop.

There is space on both evaluation forms for your comments and perceptions of the individual evaluation items. Such commentary is welcomed and solicited but by no means required. However, your thoughtful responses to the open-ended questions at the bottom of each evaluation will assist us in providing the best possible service to you as we work together to improve foreign language education in Southeast Missouri.

PART I - THE WORKSHOP AS A WHOLE

1. Usefulness of the workshop for enhancing instruction.	No Use Whatsoever 1	2	3	4	Extremely Useful 5
Comments: Mean = 4.14		(1)		(3)	(3)
2. General format of workshop.	Terrible 1	2	3	4	Very Good 5
Comments: Mean = 3.14		(1)	(3)	(2)	
3. How were your attitudes and/or approaches to instruction affected by this workshop?	Very Negatively 1	2	3	4	Very Positively 5
Comments: Mean = 4.0	(1)			(3)	(3)
4. What is your opinion regarding the educational approaches and/or ideas presented in this workshop?	Extremely Low 1	2	3	4	Extremely High 5
Comments: Mean = 4.14		(1)		(3)	(3)
5. In the future, and as a result of your experience in this workshop, to what degree will you use these ideas in your classroom?	Will Not Use At All 1	2	3	4	Will Use Totally 5
Comments: Mean = 3.14	(1)			(4)	(1)
6. Overall, how would you rate this workshop?	Very Low 1	2	3	4	Very High 5
Comments: Mean = 3.86		(1)	(1)	(3)	(2)

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7. Please identify/comment upon the positive aspects of this workshop. Liked Apple Intro. Good facility.

8. Please identify/comment upon the negative aspects of this workshop. Absence of 1 presenter. Wanted more specific info on the presentation prior to it. Leon, verbalize every keystroke for those that can't see the keyboard and don't understand what's happening. Weak organization, didn't adhere to time schedule.

9. Please add any additional comments regarding this workshop

PART II - FACILITATOR EVALUATION

FACILITATOR: Leon

	Very Low 1	2	3	4	Very High 5
1. Enthusiasm of facilitator					
Comments: Mean = 5.0					(7)
2. Preparation for workshop	1	2	3	4	5
Comments: Mean = 4.28			(2)	(1)	(4)
3. Organization of workshop	1	2	3	4	5
Comments: Mean = 3.43		(1)	(2)	(4)	
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4	5
Comments: Mean = 4.57				(3)	(4)
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3	4	5
Comments: Mean = 4.28			(2)	(1)	(4)
6. Effective use of time	1	2	3	4	5
Comments: Mean = 4.0			(2)	(3)	(2)
7. Presentation was adaptable to participants' teaching needs	1	2	3	4	5
Comments: Mean = 4.28			(1)	(3)	(3)

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8. What were the major strengths of this facilitator?

Easily understood, stops for questions, enthusiastic. Understanding of teacher needs. Experience in FL. Understanding of novice computer users. "Very personal and affable."

9. What were the major weaknesses of this facilitator?

Organization. Short notice. Redoing forgotten items.

10. What other suggestions might you have for this facilitator?

WORKSHOP PRESENTATION EVALUATION

FOREIGN LANGUAGE INFORMATION CLEARINGHOUSE

SOUTHEAST MISSOURI STATE UNIVERSITY

POPLAR BLUFF AREA FOREIGN LANGUAGE TEACHERS

POPLAR BLUFF, MISSOURI

FEBRUARY 27, 1986

INSTRUCTIONS

The attached evaluation form consists of two parts. Part I is for an evaluation of the workshop as a whole. Part II consists of separate evaluation forms for the workshop facilitator(s).

For each of these forms, a five-point rating scale should be used, with (1) representing the least favorable rating, (3) representing average or neutral, and (5) representing the most favorable rating:

Very Low		Average		Very High
1	2	3	4	5

Please <u>circle the number</u> that represents your opinion of your experience in this workshop.

There is space on both evaluation forms for your comments and perceptions of the individual evaluation items. Such commentary is welcomed and solicited but by no means required. However, your thoughtful responses to the open-ended questions at the bottom of each evaluation will assist us in providing the best possible service to you as we work together to improve foreign language education in Southeast Missouri.

PART I - THE WORKSHOP AS A WHOLE

1. Usefulness of the workshop for enhancing instruction.	No Use Whatsoever 1	2	3	4	Extremely Useful 5
Comments: Mean = 3.83		(1)	(1)	(2)	(2)
2. General format of workshop.	Terrible 1	2	3	4	Very Good 5
Comments: Mean = 4.20				(4)	(1)
3. How were your attitudes and/or approaches to instruction affected by this workshop?	Very Negatively 1	2	3	4	Very Positively 5
Comments: Mean = 4.67				(2)	(4)
4. What is your opinion regarding the educational approaches and/or ideas presented in this workshop?	Extremely Low 1	2	3	4	Extremely High 5
Comments: Mean = 4.33			(1)	(2)	(3)
5. In the future, and as a result of your experience in this workshop, to what degree will you use these ideas in your classroom?	Will Not Use At All 1	2	3	4	Will Use Totally 5
Comments: Mean = 3.5			(3)	(3)	
6. Overall, how would you rate this workshop?	Very Low 1	2	3	4	Very High 5
Comments: Mean = 3.83			(2)	(3)	(1)

---

7. Please identify/comment upon the positive aspects of this workshop. Educational. Small size = good communication. Sharing of ideas. Good information. Informal. Intellectual, progressive.

8. Please identify/comment upon the negative aspects of this workshop. Slow getting started. Too short. Not enough new ideas or materials presented.

9. Please add any additional comments regarding this workshop

PART II - FACILITATOR EVALUATION

FACILITATOR: **Leon**

	Very Low 1	2	3	4	Very High 5
1. Enthusiasm of facilitator					
Comments: Mean = 4.83				(1)	(5)
2. Preparation for workshop	1	2	3	4	5
Comments: Mean = 4.33			(1)	(2)	(3)
3. Organization of workshop	1	2	3	4	5
Comments: Mean = 4.17			(1)	(3)	(2)
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4	5
Comments: Mean = 4.67				(2)	(4)
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3	4	5
Comments: Mean = 4.67				(2)	(4)
6. Effective use of time	1	2	3	4	5
Comments: Mean = 3.8			(2)	(2)	(1)
7. Presentation was adaptable to participants' teaching needs	1	2	3	4	5
Comments: Mean = 4.2		(1)		(1)	(3)

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8. What were the major strengths of this facilitator?
Enthusiasm, general knowledge. Willing to help. Interest in FL teachers and teaching. Good effort, kept communication going. Organized. Awareness of H.S. FL program. Well prepared and sincere.

9. What were the major weaknesses of this facilitator?
Short on time. He talked a lot, but that is not all bad. Slightly disorganized. Some wasted time. "Unrelative anecdotes." Tried to do too much in too short a time.

10. What other suggestions might you have for this facilitator? Hold your enthusiasm! Offer suggestions and areas of help for all levels--new teachers, creative teachers, ect. More demos in various approaches.

WORKSHOP PRESENTATION EVALUATION

FOREIGN LANGUAGE INFORMATION CLEARINGHOUSE

SOUTHEAST MISSOURI STATE UNIVERSITY

ORAL PROFICIENCY DEVELOPMENT AND EVALUATION

PACIFIC AREA FOREIGN LANGUAGE TEACHERS

PACIFIC, MISSOURI

APRIL 11, 1986

INSTRUCTIONS

The attached evaluation form consists of two parts. Part I is for an evaluation of the workshop as a whole. Part II consists of separate evaluation forms for the workshop facilitator(s).

For each of these forms, a five-point rating scale should be used, with (1) representing the least favorable rating, (3) representing average or neutral, and (5) representing the most favorable rating:

Very Low		Average		Very High
1	2	3	4	5

Please **circle the number** that represents your opinion of your experience in this workshop.

There is space on both evaluation forms for your comments and perceptions of the individual evaluation items. Such commentary is welcomed and solicited but by no means required. However, your thoughtful responses to the open-ended questions at the bottom of each evaluation will assist us in providing the best possible service to you as we work together to improve foreign language education in Southeast Missouri.

PART I - THE WORKSHOP AS A WHOLE

1. Usefulness of the workshop for enhancing instruction.	No Use Whatsoever 1	2	3	4	Extremely Useful 5
Comments: mean = 4.14				(6)	(1)
2. General format of workshop.	Terrible 1	2	3	4	Very Good 5
Comments: mean = 3.71			(2)	(5)	
3. How were your attitudes and/or approaches to instruction affected by this workshop?	Very Negatively 1	2	3	4	Very Positively 5
Comments: mean = 3.57			(3)	(4)	
4. What is your opinion regarding the educational approaches and/or ideas presented in this workshop?	Extremely Low 1	2	3	4	Extremely High 5
Comments: mean = 4.28			(1)	(3)	(3)
5. In the future, and as a result of your experience in this workshop, to what degree will you use these ideas in your classroom?	Will Not Use At All 1	2	3	4	Will Use Totally 5
Comments: mean = 3.85			(3)	(2)	(2)
6. Overall, how would you rate this workshop?	Very Low 1	2	3	4	Very High 5
Comments: mean = 4.00			(1)	(5)	(1)

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7. Please identify/comment upon the positive aspects of this workshop. "Methodological use of computers-relationship demonstrated & correlated to subject area" "new concepts presented" "abundant ideas," "have whetted curiosity for more" "instructions very clear, computer use in class will be motivational"

8. Please identify/comment upon the negative aspects of this workshop. "Too short" "Both instructors speaking at the same time confusing for a beginner."

9. Please add any additional comments regarding this workshop which might be useful in helping it to reach its potential.

"More info on commercial software; what teachers like."

PART II - FACILITATOR EVALUATION

FACILITATOR: **Leon Book**

	Very Low				Very High
1. Enthusiasm of facilitator	1	2	3	4	5
Comments: mean = 4.71				(2)	(5)
2. Preparation for workshop	1	2	3	4	5
Comments: mean = 4.71				(2)	(5)
3. Organization of workshop	1	2	3	4	5
Comments: mean = 4.71				(2)	(5)
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4	5
Comments: mean = 4.42			(1)		(6)
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3	4	5
Comments: mean = 4.28			(1)	(3)	(3)
6. Effective use of time	1	2	3	4	5
Comments: mean = 4.00			(2)	(3)	(2)
7. Presentation was adaptable to participants' teaching needs	1	2	3	4	5
Comments: mean = 4.42			(1)	(2)	(4)

---

8. What were the major strengths of this facilitator?
"Knowledge and enthusiasm." "Positive, energetic." "Clear, helps individuals." "Knew FLs himself and how to relate to Apple computers."

9. What were the major weaknesses of this facilitator?
"Not long enough." "Too much info, not enough time." "None."

10. What other suggestions might you have for this facilitator?

PART II - FACILITATOR EVALUATION

FACILITATOR: **Lloyd Klinedinst**

	Very Low				Very High
1. Enthusiasm of facilitator	1	2	3	4	5
Comments: mean = 4.57				(3)	(4)
2. Preparation for workshop	1	2	3	4	5
Comments: mean = 4.71				(2)	(5)
3. Organization of workshop	1	2	3	4	5
Comments: mean = 4.71				(2)	(5)
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4	5
Comments: mean = 4.85				(1)	(6)
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3	4	5
Comments: mean = 4.85				(1)	(6)
6. Effective use of time	1	2	3	4	5
Comments: mean = 4.71				(2)	(5)
7. Presentation was adaptable to participants' teaching needs	1	2	3	4	5
Comments: mean = 4.71				(2)	(5)

---

8. What were the major strengths of this facilitator?
"Knowledgeable, helpful, a good teacher." "Knew his material." "Enthusiastic."

9. What were the major weaknesses of this facilitator?
"Not long enough." "not enough time."

10. What other suggestions might you have for this facilitator?

WORKSHOP PRESENTATION EVALUATION

FOREIGN LANGUAGE INFORMATION CLEARINGHOUSE

SOUTHEAST MISSOURI STATE UNIVERSITY

COMPUTER-ASSISTED LANGUAGE LEARNING

CAPE GIRARDEAU, MISSOURI

JUNE 17-20, 1986

INSTRUCTIONS

The attached evaluation form consists of two parts. Part I is for an evaluation of the workshop as a whole. Part II consists of separate evaluation forms for the workshop facilitator(s).

For each of these forms, a five-point rating scale should be used, with (1) representing the least favorable rating, (3) representing average or neutral, and (5) representing the most favorable rating:

Very Low		Average		Very High
1	2	3	4	5

Please **circle the number** that represents your opinion of your experience in this workshop.

There is space on both evaluation forms for your comments and perceptions of the individual evaluation items. Such commentary is welcomed and solicited but by no means required. However, your thoughtful responses to the open-ended questions at the bottom of each evaluation will assist us in providing the best possible service to you as we work together to improve foreign language education in Southeast Missouri.

PART I - THE WORKSHOP AS A WHOLE

1.	Usefulness of the workshop for enhancing instruction.	No Use Whatsoever 1	2	3	4	Extremely Useful 5
	Comments: Mean = 4.64				(4)	(7)
2.	General format of workshop.	Terrible 1	2	3	4	Very Good 5
	Comments: Mean = 4.18			(1)	(7)	(3)
3.	How were your attitudes and/or approaches to instruction affected by this workshop?	Very Negatively 1	2	3	4	Very Positively 5
	Comments: Mean = 4.27			(2)	(4)	(5)
4.	What is your opinion regarding the educational approaches and/or ideas presented in this workshop?	Extremely Low 1	2	3	4	Extremely High 5
	Comments: Mean = 4.45			(1)	(4)	(6)
5.	In the future, and as a result of your experience in this workshop, to what degree will you use these ideas in your classroom?	Will Not Use At All 1	2	3	4	Will Use Totally 5
	Comments: Mean = 4.09			(2)	(6)	(3)
6.	Overall, how would you rate this workshop?	Very Low 1	2	3	4	Very High 5
	Comments: Mean = 4.55				(5)	(6)

---

7. Please identify/comment upon the positive aspects of this workshop.
   All the equipment available! Very informative, pleasant teachers, pertinent information, interaction with collegues, more comfortable with computers now.

8. Please identify/comment upon the negative aspects of this workshop.
   More hands-on time available, length of class a little long, Not enough time working on our own.

9. Please add any additional comments regarding this workshop which might be useful in helping it to reach its potential.
   So much information presented, didn't have time to totaly grasp it all.

PART II - FACILITATOR EVALUATION

FACILITATOR: **Leon**

	Very Low 1	2	3	4	Very High 5
1. Enthusiasm of facilitator					
Comments: Mean = 4.91				(1)	(10)
2. Preparation for workshop	1	2	3	4	5
Comments: Mean = 4.73				(3)	(8)
3. Organization of workshop	1	2	3	4	5
Comments: Mean = 4.27			(1)	(6)	(4)
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4	5
Comments: Mean = 4.45			(2)	(2)	(7)
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3	4	5
Comments: Mean = 4.36			(2)	(3)	(6)
6. Effective use of time	1	2	3	4	5
Comments: Mean = 4.09			(2)	(6)	(3)
7. Presentation was adaptable to participants' teaching needs	1	2	3	4	5
Comments: Mean = 4.36			(1)	(5)	(5)

---

8. What were the major strengths of this facilitator?
   Enthusiasm, willingness to help, made everyone feel at ease, easy to understand.

9. What were the major weaknesses of this facilitator?
   Confusion sometimes occurred when programs changed as to what we were doing.

10. What other suggestions might you have for this facilitator?
    Different hours for workshop. More workshops & more time on computer individually.

PART II - FACILITATOR EVALUATION

FACILITATOR: **Lloyd**

	Very Low				Very High
1. Enthusiasm of facilitator	1	2	3	4	5
Comments: Mean = 4.91				(1)	(10)
2. Preparation for workshop	1	2	3	4	5
Comments: Mean = 4.73				(3)	(8)
3. Organization of workshop	1	2	3	4	5
Comments: Mean = 4.25				(7)	(4)
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4	5
Comments: Mean = 4.27			(1)	(6)	(4)
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3	4	5
Comments: Mean = 4.36			(2)	(3)	(6)
6. Effective use of time	1	2	3	4	5
Comments: Mean = 4.18			(3)	(3)	(5)
7. Presentation was adaptable to participants' teaching needs	1	2	3	4	5
Comments: Mean = 4.18			(3)	(3)	(5)

---

8. What were the major strengths of this facilitator?
   Enthusiasm, provided a large quantity of equipment & information, very at ease with learners at different levels, very knowledgeable of his subject.

9. What were the major weaknesses of this facilitator?
   Couldn't see how some of the items presented would relate to my teaching a foreign language, moved a little fast at times for beginners.

10. What other suggestions might you have for this facilitator?
    More time needed for hands-on with the computer, present less information and go into it more thoroughly.

SUMMARY

WORKSHOP PRESENTATION EVALUATION

FOREIGN LANGUAGE INFORMATION CLEARINGHOUSE

SOUTHEAST MISSOURI STATE UNIVERSITY

ORAL PROFICIENCY DEVELOPMENT AND EVALUATION

SOUTHEAST MISSOURI STATE UNIVERSITY

UNIVERSITY CENTER RIVERBOAT ROOM

AUGUST 21, 1986

INSTRUCTIONS

The attached evaluation form consists of two parts. Part I is for an evaluation of the workshop as a whole. Part II consists of separate evaluation forms for the workshop facilitator(s).

For each of these forms, a five-point rating scale should be used, with (1) representing the least favorable rating, (3) representing average or neutral, and (5) representing the most favorable rating:

Very Low		Average		Very High
1	2	3	4	5

Please **circle the number** that represents your opinion of your experience in this workshop.

There is space on both evaluation forms for your comments and perceptions of the individual evaluation items. Such commentary is welcomed and solicited but by no means required. However, your thoughtful responses to the open-ended questions at the bottom of each evaluation will assist us in providing the best possible service to you as we work together to improve foreign language education in Southeast Missouri.

PART II - FACILITATOR EVALUATION

FACILITATOR: **Dr. Dan MacLeay**
n = 11

	Very Low				Very High
1. Enthusiasm of facilitator	1	2	3	4	5
Comments: mean = 4.73				(3)	(8)
2. Preparation for workshop	1	2	3	4	5
Comments: mean = 4.91				(1)	(10)
3. Organization of workshop	1	2	3	4	5
Comments: mean = 4.91				(1)	(10)
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4	5
Comments: mean = 4.45			(1)	(4)	(6)
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3	4	5
Comments: mean = 4.09			(3)	(2)	(6)
6. Effective use of time	1	2	3	4	5
Comments: mean = 4.54				(5)	(6)
7. Presentation was adaptable to participants' teaching needs	1	2	3	4	5
Comments: mean = 4.27			(2)	(4)	(5)

---

8. What were the major strengths of this facilitator? Very knowledgeable. He <u>knows</u> what he's talking about. Apparently very knowledgeable about the subject. Very, very knowledgeable. Well organized. Enthusiasm. Organization! Clarity of presentation! Honesty! Very informed.

9. What were the major weaknesses of this facilitator? He rambles, though not as much as Leon. The interview techniques were not of practical use in the classroom. Digresses a little from time to time--but it was interesting anyway.

10. What other suggestions might you have for this facilitator? Make more applicable to secondary education.

PART II - FACILITATOR EVALUATION

FACILITATOR: Dr. Leon Book

n = 11

	Very Low				Very High
1. Enthusiasm of facilitator	1	2	3	4	5
Comments: mean = 4.82				(2)	(9)
2. Preparation for workshop	1	2	3	4	5
Comments: mean = 4.82			(1)		(10)
3. Organization of workshop	1	2	3	4	5
Comments: mean = 4.82			(1)		(10)
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4	5
Comments: mean = 4.45			(2)	(2)	(7)
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3	4	5
Comments: mean = 4.18			(3)	(3)	(5)
--"Encouraged", just not enough time for all to speak.					
6. Effective use of time	1	2	3	4	5
Comments: mean = 4.27			(3)	(2)	(6)
7. Presentation was adaptable to participants' teaching needs	1	2	3	4	5
Comments: mean = 4.09			(3)	(4)	(4)

---

8. What were the major strengths of this facilitator? Overall knowledge of foreign language systems. Apparently knowledgeable about the subject. Very knowledgeable--an interesting speaker. Good control of language and subject matter. Very knowledgeable. Enthusiasm.

9. What were the major weaknesses of this facilitator? Rambles! None.

10. What other suggestions might you have for this facilitator? Enjoyed it.

PART I - THE WORKSHOP AS A WHOLE

N = 12

1.	Usefulness of the workshop for enhancing instruction.	No Use Whatsoever 1	2	3	4	Extremely Useful 5
	Comments: mean = 3.91			(3)	(7)	(2)
2.	General format of workshop.	Terrible 1	2	3	4	Very Good 5
	Comments: mean = 4.58			(1)	(3)	(8)
3.	How were your attitudes and/or approaches to instruction affected by this workshop?	Very Negatively 1	2	3	4	Very Positively 5
	Comments: mean = 4.17			(1)	(8)	(3)
4.	What is your opinion regarding the educational approaches and/or ideas presented in this workshop?	Extremely Low 1	2	3	4	Extremely High 5
	Comments: mean = 4.33			(1)	(6)	(5)
5.	In the future, and as a result of your experience in this workshop, to what degree will you use these ideas in your classroom?	Will Not Use At All 1	2	3	4	Will Use Totally 5
	Comments: mean = 3.50			(7)	(4)	(1)
6.	Overall, how would you rate this workshop?	Very Low 1	2	3	4	Very High 5
	Comments: mean = 4.50				(6)	(6)

---

7. Please identify/comment upon the positive aspects of this workshop. Presented witha ravious rating or evaluating methods. Short and to the point!! Very informative. Geared towards teachers and very positive comments. Well explained. Good information I have been wanting to know. Very organized and informative! Interesting statistics and information.

8. Please identify/comment upon the negative aspects of this workshop. Ran over time--I had a 12:00 appointment. So much on the college level. None.

9. Please add any additional comments regarding this workshop which might be useful in helping it to reach its potential. Could use more input from others though difficult in limited time.

SUMMARY

WORKSHOP PRESENTATION EVALUATION

FOREIGN LANGUAGE INFORMATION CLEARINGHOUSE

SOUTHEAST MISSOURI STATE UNIVERSITY

ORAL PROFICIENCY DEVELOPMENT AND EVALUATION

KENNETT HIGH SCHOOL

AUGUST 20, 1986

INSTRUCTIONS

The attached evaluation form consists of two parts. Part I is for an evaluation of the workshop as a whole. Part II consists of separate evaluation forms for the workshop facilitator(s).

For each of these forms, a five-point rating scale should be used, with (1) representing the least favorable rating, (3) representing average or neutral, and (5) representing the most favorable rating:

Very Low		Average		Very High
1	2	3	4	5

Please **circle the number** that represents your opinion of your experience in this workshop.

There is space on both evaluation forms for your comments and perceptions of the individual evaluation items. Such commentary is welcomed and solicited but by no means required. However, your thoughtful responses to the open-ended questions at the bottom of each evaluation will assist us in providing the best possible service to you as we work together to improve foreign language education in Southeast Missouri.

PART I - THE WORKSHOP AS A WHOLE

1.	Usefulness of the workshop for enhancing instruction.	No Use Whatsoever 1	2	3	4	Extremely Useful 5
	Comments: mean = 5.00					(3)
2.	General format of workshop.	Terrible 1	2	3	4	Very Good 5
	Comments: mean = 5.00					(3)
3.	How were your attitudes and/or approaches to instruction affected by this workshop?	Very Negatively 1	2	3	4	Very Positively 5
	Comments: mean = 5.00					(3)
4.	What is your opinion regarding the educational approaches and/or ideas presented in this workshop?	Extremely Low 1	2	3	4	Extremely High 5
	Comments: mean = 4.33				(2)	(1)
5.	In the future, and as a result of your experience in this workshop, to what degree will you use these ideas in your classroom?	Will Not Use At All 1	2	3	4	Will Use Totally 5
	Comments: mean = 4.33				(2)	(1)
6.	Overall, how would you rate this workshop?	Very Low 1	2	3	4	Very High 5
	Comments: mean = 5.00					(3)

---

7. Please identify/comment upon the positive aspects of this workshop. Made me think and consider new ways to approach conversational activities. Workshop leader was extremely knowledgeable and presented ideas very clearly. Very organized--a lot of helpful information for classroom use.

8. Please identify/comment upon the negative aspects of this workshop. Not long enough--needed more time for "round table" ideas. None.

9. Please add any additional comments regarding this workshop which might be useful in helping it to reach its potential.

PART II - FACILITATOR EVALUATION

FACILITATOR: Dr. Leon Book

	Very Low				Very High
1. Enthusiasm of facilitator	1	2	3	4	5
Comments: mean = 5.00					(3)
2. Preparation for workshop	1	2	3	4	5
Comments: mean = 5.00					(3)
3. Organization of workshop	1	2	3	4	5
Comments: mean = 5.00					(3)
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4	5
Comments: mean = 5.00					(3)
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3	4	5
Comments: mean = 4.33			(1)		(2)
6. Effective use of time	1	2	3	4	5
Comments: mean = 5.00					(3)
7. Presentation was adaptable to participants' teaching needs	1	2	3	4	5
Comments: mean = 5.00					(3)

---

8. What were the major strengths of this facilitator?
He gave practical applications for the knowledge presented. Topic was of major interest to participants. Organization/ enthusiasm.

9. What were the major weaknesses of this facilitator?

10. What other suggestions might you have for this facilitator?

PART II - FACILITATOR EVALUATION

FACILITATOR: Dr. Dan MacLeay

	Very Low				Very High
1. Enthusiasm of facilitator	1	2	3	4	5
Comments: mean = 5.00					(3)
2. Preparation for workshop	1	2	3	4	5
Comments: mean = 5.00					(3)
3. Organization of workshop	1	2	3	4	5
Comments: mean = 5.00					(3)
4. Facilitator's understanding of participants' problems and needs and the problems and needs of their students	1	2	3	4	5
Comments: mean = 5.00					(3)
5. Extent of workshop participants' involvement and participation in workshop encouraged by facilitator	1	2	3	4	5
Comments: mean = 4.33			(1)		(2)
6. Effective use of time	1	2	3	4	5
Comments: mean = 5.00					(3)
7. Presentation was adaptable to participants' teaching needs	1	2	3	4	5
Comments: mean = 5.00					(3)

---

8. What were the major strengths of this facilitator?

Overall knowledge and understanding of participants' need to adapt to classroom situations. Knowlegdge of material. Usage of presented materials himself. He gave practical applications for the knowledge presented.

9. What were the major weaknesses of this facilitator?

None.

10. What other suggestions might you have for this facilitator?

APPENDIX H

Vita

Dr. Daniel A. MacLeay

C U R R I C U L U M V I T A E

NAME: Daniel Angus MacLeay

ADDRESS: 529 Alta Vista
Cape Girardeau, MO 63701
Phone: (314) 335-2778

Department of Foreign Languages
Southeast Missouri State University
Cape Girardeau, MO 63701
Phone: (314) 651-2146

EMPLOYMENT EXPERIENCE:

1985-	Chairman, Department of Foreign Languages, Southeast Missouri State University, Cape Girardeau, MO 63701
1983-85	Assistant Professor, Department of Foreign Languages, Southeast Missouri State University, Cape Girardeau, MO 63701
1981-83	Assistant Professor, Department of Modern Languages, Millsaps College, Jackson, MS 39210
1980-81	Visiting Lecturer, Department of French and Italian, Tulane University, New Orleans, LA 70118
1978-80	Teaching Assistant, Department of French and Italian, Tulane University, New Orleans, LA 70118
1978-80	Teacher, French Summer School, Tulane University, New Orleans, LA 70118
1975-78	Tutor in French and German at McGill University, Montreal, Quebec

EDUCATIONAL TRAINING:

		Major	Minor
1978-81	Tulane University, New Orleans, LA Degree: Ph.D.	French	German
1976-78	McGill University, Montreal, Quebec Degree: M.A.	French	
1973-76	McGill University, Montreal, Quebec Degree: B.A.	French German	Russian
1972-73	New England College, Arundel, Sussex, England		

COURSES TAUGHT:

Beginning French	18th Century French Literature
Intermediate French	19th Century French Literature
French Conversation	20th Century French Theater
French Composition	20th Century French Novel
Survey of French Literature	Beginning German
French Civilization	German Conversation
17th Century French Literature	German Romanticism

GRADUATE STUDIES:

French Literature with emphasis on 17th Century Classicism (M.A. thesis entitled "La Notion du ridicule chez Boileau" and Ph.D. thesis on Racine's role in Pre-Romantic Criticism in France and Germany).

German Literature with emphasis on the development of the theater in Germany from Gryphius to Goethe.

German Linguistics and Philology (including Old High German and Middle High German language and literature).

PROFESSIONAL ACTIVITY:

"Prosper de Barante et la controverse romantique"
Paper presented to the Mississippi Foreign Language Association

"Gryphius and Corneille: Trauerspiel and Trag{die"
Paper presented to the Missouri Philological Society

Training in oral proficiency testing through participation in the Illinois Foreign Language Proficiency Project

Continuing research on the role of Prosper de Barante in the Groupe de Coppet

"Mme de Stael: Les OEill}res du th{atre"
Paper presented to the Wichita Foreign Literature Conference

ORGANIZATION MEMBERSHIP:

Modern Language Association/SAMLA/SCMLA/MMLA
American Association of Teachers of French
American Council on the Teaching of Foreign Languages
Foreign Language Association of Missouri
Missouri Philological Society
Delta Phi Alpha- National German honor Society
Pi Delta Phi- National French Honor Society

REFERENCES: Furnished on request

P. L. 98-377, TITLE II

THE EDUCATION FOR ECONOMIC SECURITY ACT

FINAL REPORT ADDENDUM

PROGRAM CATEGORY B -- COOPERATIVE

Foreign Language Information Clearinghouse

Sponsored by

Southeast Missouri State University

Fiscal Year 1986

Final Report Addendum Submitted:

February, 1987

Questions And Comments May Be Directed To:

Dr. Leon C. Book, Director

Foreign Language Information Clearinghouse
Southeast Missouri University
Cape Girardeau, Missouri 63701
(314) 651-2688

FL016555

OVERVIEW AND BACKGROUND

This document comprises an addendum to the Final Report of the Foreign Language Information Clearinghouse (FLIC) project, service activity for foreign language educators funded by a grant from Missouri's Coordinating Board for Higher Education (CBHE) and sponsored by Southeast Missouri State University (SEMO). The initial report was submitted to the fundor in November, 1986, and the CBHE staff's reading of that report prompted a request to the Project Director for further evaluative data of two kinds: (1) data indicating the effects of the Project on those educators who were served by any of several Project activities, and (2) the perceived value among Clearinghouse patrons of the instructional materials collected during the course of the Project.

In response to the CBHE request for these data, the Project Director constructed, piloted, and disseminated two separate and distinct questionnaires, each designed to collect the information the fundor had requested. The first questionnaire (see Appendix A) sought summative evaluative feedback from three groups of educators served by the Project. Similarly, the second questionnaire (Appendix B) sought feedback from individuals who had been to SEMO's Kent Library to examine instructional materials in the FLIC collection there. Results from each survey will be discussed subsequently in turn.

Summative Feedback Questionnaire

Three distinct groups were surveyed for the effects the Project had had on their professional activities: (1) participants in FLIC-sponsored in-service workshops, both "on-site" in area schools and on the SEMO campus (n = 56), (2) a random sample of teachers who had responded to the Spring 1986 "demographic" survey (n = 60), and (3) Project consortium members (n = 13). The questionnaire (Appendix A), designed and piloted in early January, 1987, consists of some six sections, seeking respectively the following information:

--the FLIC services received by each respondent and the impact and/or usefulness each service had for the respondent

--respondents' perceptions of the impact/usefulness of FLIC-sponsored activities, whether or not they personally received a given service

--the effects FLIC-sponsored services may have had on any of several areas of professional development

--whether or not FLIC-sponsored services had motivated and/or encouraged respondents to consider (or to increase) involvement in any of several professional activities

--respondents' perceptions of several parties and/or individuals involved in the project

Ample opportunity was provided for optional commentary from respondents, and they were encouraged but by no means required to do so.

Rate of Return of Questionnaires

A total of 129 summative feedback questionnaires were mailed in mid-January, 1987, to individuals in each of the

three targeted groups. Table One below shows the rate of return for each group and for the combined groups:

Table One

Rate of Return

Group	Mailed	Returned	%
Workshop Participants	56	27	46.4
Random Sample	60	16	26.7
Consortium Members	13	5	38.5
Totals	129	47	36.4

Questionnaire Results

From the 47 questionnaires returned, a definite pattern has emerged. It is clear that respondents appreciated and valued the services they received and that the Project had significant impact on respondents' professional development. In those sections in which respondents were asked to rate their perceptions on a five-point continuum from "considerable negative effect" to "considerable positive effect", there were zero negative responses. All mean responses either approached or exceeded "some positive effect" (4.00 mean response), and the numerous comments from respondents underscores the notion that the Project was very well received by patrons.

A series of tables is provided subsequently with the detailed analysis of each section of this survey, presenting a variety of statistical data, including: (1) the frequency count (f), (2) the frequency percentage (%), (3) the mean response, (4) the standard deviation (SD), and the number of

respondents for each item (n). It must be noted here that there are occasional seeming discrepancies, albeit minor, between some figures for individual items. Some respondents apparently did not read the instructions closely enough. Also, some reported frequency percentages do not total exactly 100% because of rounding to nearest whole percentage point.

Part I: FLIC Services Received

Part I asked respondents to provide two kinds of data about the FLIC-sponsored services they had received: first, respondents indicated whether or not they had received any of six given services, and if so, they rated the the impact and/or usefulness of that service for them as individuals. Tables Two through Four on the following pages show the results for each of the three groups, and Table Five shows the results for the combined groups. All respondents' comments to individual items in this section are also reproduced here.

Table Two

Part I Results: Workshop Participants Group

I. Please check all FLIC-sponsored services you received, and rate the impact and/or usefulness each service received had for you as an individual, according to the legend below. Note: Please rate only those services which you received. Comments are welcomed but optional.

1 = considerable negative effect
2 = some negative effect
3 = no effect
4 = some positive effect
5 = considerable positive effect

	Service received?	No	Yes		(circle)
1. FLIC Newsletters		---	---	rating	1 2 3 4 5
	f	1	25		0 0 1 10 11
	%	4.0	96.0		4 46 50
	n =	22	mean = 4.45		SD = 0.58
2. "Demographic" survey		---	---	rating	1 2 3 4 5
	f	2	27		0 0 6 11 5
	%	8.0	88.0		27 50 23
	n =	22	mean = 3.95		SD = 0.71
3. Clearinghouse materials collection		---	---	rating	1 2 3 4 5
	f	14	12		0 0 3 7 3
	%	52.0	48.0		23 53 23
	n =	13	mean = 4.00		SD = 0.68
4. Local in-service workshop(s)		---	---	rating	1 2 3 4 5
	f	1	24		0 0 1 12 11
	%	4.0	96.0		4 50 46
	n =	24	mean = 4.42		SD = 0.57
5. Credit-bearing workshop at SEMO		---	---	rating	1 2 3 4 5
	f	15	10		0 0 1 2 7
	%	60.0	40.0		10 10 70
	n =	10	mean = 4.60		SD = 0.66
6. Correspondence (phone or mail) with Project Director		---	---	rating	1 2 3 4 5
	f	4	19		0 0 1 8 9
	%	17.4	82.6		0 44 50
	n =	18	mean = 4.44		SD = 0.60

COMMENTS:
-It is good to know that the support service is available if and when it is needed. It certainly got me more interested inteaching my language in a more professional manner.
-#3 - The list in the newsletter?

Table Three

Part I Results: Random Sample Group

1. Please check all FLIC-sponsored services you received, and rate the impact and/or usefulness each service received had for you as an individual, according to the legend below. Note: Please rate only those services which you received. Comments are welcomed but optional.

1 = considerable negative effect
2 = some negative effect
3 = no effect
4 = some positive effect
5 = considerable positive effect

	Service received? No	Yes		(circle)
1. FLIC Newsletters	---	---	rating	1 2 3 4 5
	# 1	15		0 0 1 5 9
	% 6.3	93.7		7 33 60
	n = 15	mean = 4.53		SD = 0.64
2. "Demographic" survey	---	---	rating	1 2 3 4 5
	# 2	10		0 0 3 4 5
	% 15.4	84.6		25 33 42
	n = 12	mean = 4.17		SD = 0.83
3. Clearinghouse materials collection	---	---	rating	1 2 3 4 5
	# 5	9		0 0 3 2 4
	% 35.7	64.3		33 22 44
	n = 9	mean = 4.11		SD = 0.93
4. Local in-service workshop(s)	---	---	rating	1 2 3 4 5
	# 8	4		0 0 2 1 4
	% 66.7	33.3		29 14 57
	n = 7	mean = 4.29		SD = 0.95
5. Credit-bearing workshop at SEMO	---	---	rating	1 2 3 4 5
	# 9	2		0 0 1 1 2
	% 81.8	22.2		25 25 50
	n = 4	mean = 4.25		SD = 0.96
6. Correspondence (phone or mail) with Project Director	---	---	rating	1 2 3 4 5
	# 8	4		0 0 2 1 3
	% 66.7	33.3		33 17 50
	n = 6	mean = 4.17		SD = 0.98

COMMENTS:
-I visited Kent Library in late July to check out the FLIC. I had to ask 4 people before I found anyone who had even heard of it. Then I was told that there were only about a dozen books to look at. I made the trip to specifically look over books to help me in selecting a supplemental reading text for my Spanish II class.

Table Four

Part I Results: Consortium Members Group

I. Please check all FLIC-sponsored services you received, and rate the impact and/or usefulness each service received had for you as an individual, according to the legend below. Note: Please rate only those services which you received. Comments are welcomed but optional.

1 = considerable negative effect
2 = some negative effect
3 = no effect
4 = some positive effect
5 = considerable positive effect

	Service received? No	Yes		(circle)
1. FLIC Newsletters	---	---	rating	1 2 3 4 5
f	0	5		0 0 1 2 2
%	0.0	100.0		20 40 40
n =	5	mean = 4.20		SD = 0.84
2. "Demographic" survey	---	---	rating	1 2 3 4 5
f	0	3		0 0 0 1 2
%	0.0	100.0		33 67
n =	3	mean = 4.67		SD = 0.58
3. Clearinghouse materials collection	---	---	rating	1 2 3 4 5
f	0	4		0 0 0 2 2
%	0.0	100.0		50 50
n =	4	mean = 4.50		SD = 0.58
4. Local in-service workshop(s)	---	---	rating	1 2 3 4 5
f	1	4		0 0 1 0 3
%	20.0	80.0		25 75
n =	4	mean = 4.50		SD = 1.00
5. Credit-bearing workshop at SEMO	---	---	rating	1 2 3 4 5
f	1	1		0 0 0 0 1
%	0.0	100.0		100
n =	1	mean = 5.00		SD = 0.00
6. Correspondence (phone or mail) with Project Director	---	---	rating	1 2 3 4 5
f	0	5		0 0 2 0 2
%	0.0	100.0		50 50
n =	4	mean = 4.00		SD = 1.15

COMMENTS:
-The workshops were very beneficial.

Table Five

Part I Results: Combined Groups

I. Please check all FLIC-sponsored services you received, and rate the impact and/or usefulness each service received had for you as an individual, according to the legend below. Note: Please rate only those services which you received. Comments are welcomed but optional.

1 = considerable negative effect
2 = some negative effect
3 = no effect
4 = some positive effect
5 = considerable positive effect

		Service received? No	Yes		(circle)
1. FLIC Newsletters		---	---	rating	1 2 3 4 5
	f	2	45		0 0 3 17 22
	%	4.2	95.8		7 41 52
	n =	42	mean = 4.45		SD = 0.63
2. "Demographic" survey		---	---	rating	1 2 3 4 5
	f	4	36		0 0 9 16 12
	%	10.0	90.0		24 43 32
	n =	37	mean = 4.08		SD = 0.76
3. Clearinghouse materials collection		---	---	rating	1 2 3 4 5
	f	19	25		0 0 6 11 9
	%	43.2	56.8		23 42 35
	n =	26	mean = 4.11		SD = 0.76
4. Local in-service workshop(s)		---	---	rating	1 2 3 4 5
	f	10	32		0 0 3 13 18
	%	23.8	76.2		9 38 53
	n =	34	mean = 4.44		SD = 0.66
5. Credit-bearing workshop at SEMO		---	---	rating	1 2 3 4 5
	f	25	13		0 0 2 3 10
	%	65.8	34.2		13 20 67
	n =	15	mean = 4.53		SD = 0.74
6. Correspondence (phone or mail) with Project Director		---	---	rating	1 2 3 4 5
	f	12	28		0 0 5 9 14
	%	30.0	70.0		18 32 50
	n =	28	mean = 4.32		SD = 0.77

Analysis and Commentary

These results are most gratifying and encouraging. It seems clear that Project activities were well received and that they had a positive effect on respondents. No negative reports were received, and there were only a few "no effect" responses. Most highly rated by all groups were the newsletters and the workshops. The "demographic survey" received the lowest rating, yet a full 75% of respondents rated this service as having some or considerable positive effect. N.B. The seemingly negative comment offered by a random sample group respondent will be discussed in detail below in the section of this report devoted to the FLIC materials collection survey.

Part II. Potential Impact/Usefulness of FLIC Activities

Part II asked respondents to rate their perceptions of the impact/usefulness of six FLIC-sponsored activities, regardless whether or not they had received a given service. Tables Six through Eight on the following pages show the results for each of the three groups while Table Nine presents the combined groups' data. All respondents' comments to individual items are also reproduced here.

Table Six

Part II Results: Workshop Participants Group

II. Rate your perceptions of the potential impact/usefulness of the following FLIC-sponsored activities, according to the following legend, regardless of whether or not you personally received a given service.

1 = very negative
2 = somewhat negative
3 = no impact; neutral
4 = somewhat positive
5 = very positive

			(circle) 1 2 3 4 5
1. FLIC Newsletter		f	0 0 1 12 13
		%	4 46 50
	n = 26	mean = 4.46	SD = 0.57
2. "Demographic" survey			1 2 3 4 5
		f	0 0 7 11 6
		%	29 46 25
	n = 24	mean = 3.96	SD = 0.73
3. Clearinghouse materials collection			1 2 3 4 5
		f	0 0 2 10 13
		%	8 40 52
	n = 25	mean = 4.44	SD = 0.64
4. Local in-service workshop(s)			1 2 3 4 5
		f	0 0 0 11 14
		%	44 56
	n = 25	mean = 4.56	SD = 0.49
5. Credit-bearing workshop at SEMO			1 2 3 4 5
		f	0 0 1 6 18
		%	4 24 72
	n = 25	mean = 4.68	SD = 0.54
6. Correspondence (phone or mail) with Project Director			1 2 3 4 5
		f	0 0 1 12 13
		%	4 46 50
	n = 26	mean = 4.46	SD = 0.57

COMMENTS:
-I think <u>all</u> of these have positive value to the person needing them and able to take advantage of them. I look forward to using the Clearinghouse materials collection and hope that it grows to include foreign language movies, etc.
-I don't recall getting the results of the "demographic" survey.
-The newsletter was handy for keeping posted on activities.
-The services I have received have been worthwhile. I can only imagine any continuation would prove useful.
-The workshops were wonderfully informative and beneficial to instructors and to their students thru them.

Table Seven

Part II Results: Random Sample Group

II. Rate your perceptions of the potential impact/usefulness of the following FLIC-sponsored activities, according to the following legend, regardless of whether or not you personally received a given service.

1 = very negative
2 = somewhat negative
3 = no impact; neutral
4 = somewhat positive
5 = very positive

			(circle)
1. FLIC Newsletter			1 2 3 4 5
		f	0 0 0 6 10
		%	38 62
	n = 16	mean = 4.63	SD = 0.50
2. "Demographic" survey			1 2 3 4 5
		f	0 0 5 4 5
		%	36 28 36
	n = 14	mean = 4.00	SD = 0.88
3. Clearinghouse materials collection			1 2 3 4 5
		f	0 0 4 3 8
		%	27 20 53
	n = 15	mean = 4.27	SD = 0.88
4. Local in-service workshop(s)			1 2 3 4 5
		f	0 0 4 3 9
		%	25 19 56
	n = 16	mean = 4.31	SD = 0.87
5. Credit-bearing workshop at SEMO			1 2 3 4 5
		f	0 0 3 4 8
		%	20 27 53
	n = 15	mean = 4.33	SD = 0.81
6. Correspondence (phone or mail) with Project Director			1 2 3 4 5
		f	0 0 6 4 5
		%	40 27 33
	n = 15	mean = 3.93	SD = 0.88

COMMENTS:
-All have excellent potential. I would like to see more in-service workshops and credit-bearing workshops.
-Newsletter Excellent - thanks for all your hard work.

Table Eight

Part II Results: Consortium Members Group

II. Rate your perceptions of the potential impact/usefulness of the following FLIC-sponsored activities, according to the following legend, regardless of whether or not you personally received a given service.

1 = very negative
2 = somewhat negative
3 = no impact; neutral
4 = somewhat positive
5 = very positive

			(circle)
1. FLIC Newsletter			1 2 3 4 5
		f	0 0 0 3 2
		%	60 40
	n = 5	mean = 4.40	SD = 0.55
2. "Demographic" survey			1 2 3 4 5
		f	0 0 0 3 2
		%	60 40
	n = 5	mean = 4.40	SD = 0.55
3. Clearinghouse materials collection			1 2 3 4 5
		f	0 0 1 1 3
		%	20 20 60
	n = 5	mean = 4.40	SD = 0.89
4. Local in-service workshop(s)			1 2 3 4 5
		f	0 0 1 0 3
		%	25 75
	n = 4	mean = 4.50	SD = 1.00
5. Credit-bearing workshop at SEMO			1 2 3 4 5
		f	0 0 2 1 1
		%	50 25 25
	n = 4	mean = 3.75	SD = 0.96
6. Correspondence (phone or mail) with Project Director			1 2 3 4 5
		f	0 0 1 1 3
		%	20 20 60
	n = 5	mean = 4.40	SD = 0.89

COMMENTS:

Table Nine

Part II Results: Combined Groups

II. Rate your perceptions of the potential impact/usefulness of the following FLIC-sponsored activities, according to the following legend, regardless of whether or not you personally received a given service.

1 = very negative
2 = somewhat negative
3 = no impact; neutral
4 = somewhat positive
5 = very positive

			(circle) 1 2 3 4 5
1.	FLIC Newsletter	f	0 0 1 21 25
		%	2 45 53
	n = 47	mean = 4.51	SD = 0.55
2.	"Demographic" survey		1 2 3 4 5
		f	0 0 12 18 13
		%	28 42 30
	n = 43	mean = 4.02	SD = 0.77
3.	Clearinghouse materials collection		1 2 3 4 5
		f	0 0 7 14 24
		%	16 31 53
	n = 45	mean = 4.38	SD = 0.75
4.	Local in-service workshop(s)		1 2 3 4 5
		f	0 0 5 14 26
		%	11 31 58
	n = 45	mean = 4.46	SD = 0.69
5.	Credit-bearing workshop at SEMO		1 2 3 4 5
		f	0 0 6 11 27
		%	14 25 61
	n = 44	mean = 4.48	SD = 0.73
6.	Correspondence (phone or mail) with Project Director		1 2 3 4 5
		f	0 0 8 17 21
		%	17 37 46
	n = 46	mean = 4.28	SD = 0.75

Analysis and Commentary

As found in part I above, these results are again gratifying and encouraging. The future potential impact and/or usefulness of each of these six services were very favorably rated. The newsletter and the workshops were again most highly rated, perhaps suggesting that teachers in the region both desire and appreciate information about topics in foreign language education. Of comparably high rating was the Clearinghouse materials collection, with a full 53% of respondents indicating "very positive" (highest rating) potential impact/usefulness. The "demographic" survey, while rated lowest among these items, still received a group mean response indicating positive potential impact.

Part III. Effects on Professional Development

Part III asked respondents to rate the effects FLIC-sponsored activities had had on any of seven areas of professional development. Respondents were asked to indicate whether FLIC-sponsored activities had had negative or positive effects on these areas. The series of four tables which follows presents the findings for this section, organized by respondent group and, finally, by combined groups.

Table Ten

Part III Results: Workshop Participants Group

III. Rate the effect FLIC-sponsored services have had on these areas of professional development, according to the following legend. Note: If you received no FLIC services (see Pt. I), leave this section blank.

1 = considerable negative effect
2 = some negative
3 = no effect
4 = some positive effect
5 = considerable positive effect

			(circle) 1	2	3	4	5
1. Classroom performance		f	0	0	11	10	2
		%			48	44	8
	n = 23	mean = 3.60			SD = 0.64		
2. Efficiency of classroom preparation			1	2	3	4	5
		f	0	0	9	13	2
		%			38	54	8
	n = 24	mean = 3.70			SD = 0.61		
3. Knowledge of methods and techniques			1	2	3	4	5
		f	0	0	3	12	7
		%			13	55	32
	n = 22	mean = 4.18			SD = 0.65		
4. Awareness of/acquaintanceship w/ other professionals			1	2	3	4	5
		f	0	0	5	3	15
		%			23	14	68
	n = 23	mean = 4.43			SD = 0.82		
5. Target language skills			1	2	3	4	5
		f	0	0	12	10	1
		%			52	44	4
	n = 23	mean = 3.52			SD = 0.58		
6. Knowledge awareness of sources of professional information			1	2	3	4	5
		f	0	0	3	11	10
		%			12	46	42
	n = 24	mean = 4.29			SD = 0.68		
7. Knowledge awareness of instructional materials			1	2	3	4	5
		f	0	0	2	11	10
		%			9	48	43
	n = 23	mean = 4.35			SD = 0.63		

COMMENTS:
-I know more about what & how to be effective but have not yet been able to change my classes in all of these target aspects.
-I participated in the computer workshop.

Table Eleven

Part III Results: Random Sample Group

III. Rate the effect FLIC-sponsored services have had on these areas of professional development, according to the following legend. Note: If you received no FLIC services (see Pt. I), leave this section blank.

1 = considerable negative effect
2 = some negative
3 = no effect
4 = some positive effect
5 = considerable positive effect

			(circle) 1	2	3	4	5
1. Classroom performance		f	0	0	5	4	1
		%			50	40	10
	n = 10	mean = 3.60			SD = 0.70		
2. Efficiency of classroom preparation			1	2	3	4	5
		f	0	0	6	3	1
		%			60	30	10
	n = 10	mean = 3.50			SD = 0.71		
3. Knowledge of methods and techniques			1	2	3	4	5
		f	0	0	4	4	2
		%			40	40	20
	n = 10	mean = 3.80			SD = 0.79		
4. Awareness of/acquaintanceship w/ other professionals			1	2	3	4	5
		f	0	0	1	8	1
		%			10	80	10
	n = 10	mean = 4.00			SD = 0.47		
5. Target language skills			1	2	3	4	5
		f	0	0	6	3	1
		%			60	30	10
	n = 10	mean = 3.50			SD = 0.71		
6. Knowledge awareness of sources of professional information			1	2	3	4	5
		f	0	0	1	5	4
		%			10	50	40
	n = 10	mean = 4.30			SD = 0.67		
7. Knowledge awareness of instructional materials			1	2	3	4	5
		f	0	0	2	5	3
		%			20	50	30
	n = 10	mean = 4.10			SD = 0.74		

Table Twelve

Part III Results: Consortium Members Group

III. Rate the effect FLIC-sponsored services have had on these areas of professional development, according to the following legend. Note: If you received no FLIC services (see Pt. I), leave this section blank.

1 = considerable negative effect
2 = some negative
3 = no effect
4 = some positive effect
5 = considerable positive effect

				(circle)
1.	Classroom performance		1 2 3 4 5	
		f	0 0 1 2 1	
		%	25 50 25	
	n = 4	mean = 4.00	SD = 0.82	
2.	Efficiency of classroom preparation		1 2 3 4 5	
		f	0 0 1 2 1	
		%	25 50 25	
	n = 4	mean = 4.00	SD = 0.82	
3.	Knowledge of methods and techniques		1 2 3 4 5	
		f	0 0 0 3 2	
		%	60 40	
	n = 5	mean = 4.40	SD = 0.55	
4.	Awareness of/acquaintanceship w/ other professionals		1 2 3 4 5	
		f	0 0 0 3 2	
		%	60 40	
	n = 5	mean = 4.40	SD = 0.55	
5.	Target language skills		1 2 3 4 5	
		f	0 0 3 0 1	
		%	75 25	
	n = 4	mean = 3.50	SD = 1.00	
6.	Knowledge.awareness of sources of professional information		1 2 3 4 5	
		f	0 0 0 3 2	
		%	60 40	
	n = 5	mean = 4.40	SD = 0.55	
7.	Knowledge awareness of instructional materials		1 2 3 4 5	
		f	0 0 0 3 2	
		%	60 40	
	n = 5	mean = 4.40	SD = 0.55	

Table Thirteen

Part III Results: Combined Groups

III. Rate the effect FLIC-sponsored services have had on these areas of professional development, according to the following legend. Note: If you received no FLIC services (see Pt. I), leave this section blank.

1 = considerable negative effect
2 = some negative
3 = no effect
4 = some positive effect
5 = considerable positive effect

			(circle) 1	2	3	4	5
1. Classroom performance		f	0	0	17	16	4
		%			46	43	11
	n = 37	mean = 3.65			SD = 0.68		
2. Efficiency of classroom preparation			1	2	3	4	5
		f	0	0	15	18	4
		%			40	49	11
	n = 37	mean = 3.70			SD = 0.66		
3. Knowledge of methods and techniques			1	2	3	4	5
		f	0	0	7	19	11
		%			19	51	30
	n = 37	mean = 4.11			SD = 0.70		
4. Awareness of/acquaintanceship w/ other professionals			1	2	3	4	5
		f	0	0	6	14	18
		%			16	37	47
	n = 38	mean = 4.32			SD = 0.74		
5. Target language skills			1	2	3	4	5
		f	0	0	21	13	3
		%			57	35	8
	n = 37	mean = 3.51			SD = 0.65		
6. Knowledge awareness of sources of professional information			1	2	3	4	5
		f	0	0	4	19	16
		%			10	49	41
	n = 39	mean = 4.31			SD = 0.65		
7. Knowledge awareness of instructional materials			1	2	3	4	5
		f	0	0	4	19	15
		%			11	50	39
	n = 38	mean = 4.29			SD = 0.65		

Analysis and Commentary

Mean responses for these items were neither as high nor as consistent as for parts I and II above. However, it is gratifying to note that no negative effects from FLIC-sponsored activities were perceived by these respondents. Consistently rated most highly items 4, 6, and 7, each of which concerned knowledge and awareness of other professionals, professional information, and instructional materials. These results suggest the importance and validity of the communications network formed as part of this Project. Respondents' target language skills was viewed as having been affected least by FLIC services, not surprisingly, since no workshop focused on that topic. Indeed, the notion that some (43%) respondents' target language skills had been positively affected may well underscore previous suggestions that those served by this Project greatly appreciate any and all efforts provided on their behalf.

Also worthy of commentary here is the somewhat disappointing finding from among the workshop participants group (Table Ten) about item 2, "efficiency of classroom preparation". This author might have hypothesized higher ratings that the mean response 3.70 for that item since approximately half the local in-service workshops and the on-campus, credit-bearing workshop concerned, in large part, showing teachers how to use computers in general and application software in particular to become more efficient

teachers. Perhaps the 15 respondents (62%) who indicated positive effects were among participants in those particular workshops. Equally possible is the notion that several respondents share the comment made in that section that one respondent knows more about what and how to be effective but has not yet been able to implement all those aspects.

Part IV: Involvement in Professional Activities

Part IV asked respondents to indicate whether or not FLIC-sponsored activities had motivated and/or encouraged them to consider (or to increase) their involvement in any of some 13 professional activities. These activities ranged from taking additional coursework, increasing involvement in professional organizations and meetings, and expanding or otherwise improving local offerings to traveling abroad or even writing articles for publication. A summary of the results to the dicotomous "yes/no" items is presented on the following pages, showing each group's frequency count (f) and percentage (%) (Tables Fourteen through Sixteen) and, finally, these same data for the combined groups (Table Seventeen).

Table Fourteen

Part IV Results: Workshop Participants Group

IV. Please indicate whether or not the FLIC services you received have motivated and/or encouraged you to consider (or to increase) your involvement in the following professional activities. Note: If you received no FLIC services (see Pt. I), leave this section blank.

		Yes	No
1. Take additional language courses	f	11	13
	%	45.8	54.2
2. Take additional education courses	f	7	16
	%	30.4	69.6
3. Take computer courses	f	13	11
	%	54.2	45.8
4. Attend in-service	f	21	3
	%	87.5	12.5
5. Attend state and/or national conferences	f	16	8
	%	66.7	33.3
6. Join professional organizations	f	16	8
	%	66.7	33.3
7. Read or subscribe to professional literature	f	15	9
	%	62.5	37.5
8. Expand local area offerings	f	8	15
	%	34.8	65.2
9. Obtain supplementary teaching materials	f	19	4
	%	79.2	20.8
10. Produce supplemental teaching materials	f	11	13
	%	45.8	54.2
11. Increase language club activities	f	17	7
	%	70.8	29.2
12. Travel abroad	f	7	17
	%	29.2	70.8
13. Write articles for publication	f	0	23
	%	0.0	100.0

COMMENTS:

-I never want to take another education course based on what I took in teacher preparation - however, the workshops, programs, etc., that I've attended in FLAM as a result of FLIC have been great.

-Many of the above I already do. The computer workshop didn't change some of those aspects of my foreign language background.

Table Fifteen

Part IV Results: Random Sample Group

IV. Please indicate whether or not the FLIC services you received have motivated and/or encouraged you to consider (or to increase) your involvement in the following professional activities. Note: If you received no FLIC services (see Pt. I), leave this section blank.

		Yes	No
1. Take additional language courses	f	3	7
	%	30.0	70.0
2. Take additional education courses	f	2	7
	%	22.2	77.8
3. Take computer courses	f	7	2
	%	77.8	22.2
4. Attend in-service	f	6	4
	%	60.0	40.0
5. Attend state and/or national conferences	f	6	4
	%	60.0	40.0
6. Join professional organizations	f	6	4
	%	60.0	40.0
7. Read or subscribe to professional literature	f	6	4
	%	60.0	40.0
8. Expand local area offerings	f	3	7
	%	30.0	70.0
9. Obtain supplementary teaching materials	f	6	4
	%	60.0	40.0
10. Produce supplemental teaching materials	f	5	5
	%	50.0	50.0
11. Increase language club activities	f	6	4
	%	60.0	40.0
12. Travel abroad	f	4	6
	%	40.0	60.0
13. Write articles for publication	f	1	9
	%	10.01	90.0

14. Other: Specify _____

COMMENTS:
-Was already doing some of these - nothing new.

Table Sixteen

Part IV Results: Consortium Members Group

IV. Please indicate whether or not the FLIC services you received have motivated and/or encouraged you to consider (or to increase) your involvement in the following professional activities. Note: If you received no FLIC services (see Pt. I), leave this section blank.

		Yes	No
1. Take additional language courses	f	2	1
	%	66.7	33.3
2. Take additional education courses	f	1	2
	%	33.3	66.7
3. Take computer courses	f	1	2
	%	33.3	66.7
4. Attend in-service	f	2	1
	%	66.7	33.3
5. Attend state and/or national conferences	f	2	1
	%	66.7	33.3
6. Join professional organizations	f	2	1
	%	66.7	33.3
7. Read or subscribe to professional literature	f	2	1
	%	66.7	33.3
8. Expand local area offerings	f	2	2
	%	50.0	50.0
9. Obtain supplementary teaching materials	f	4	0
	%	100.0	0.0
10. Produce supplemental teaching materials	f	3	0
	%	100.0	0.0
11. Increase language club activities	f	3	1
	%	75.0	25.0
12. Travel abroad	f	1	2
	%	33.3	66.7
13. Write articles for publication	f	1	2
	%	33.3	66.7

14. Other: Specify _____

COMMENTS:
-This section would not be applicable to this respondent. The foreign language teachers in this school system would react positively to this section, however.

Table Seventeen

Part IV Results: Combined Groups

IV. Please indicate whether or not the FLIC services you received have motivated and/or encouraged you to consider (or to increase) your involvement in the following professional activities. Note: If you received no FLIC services (see Pt. I), leave this section blank.

		Yes	No
1. Take additional language courses	f	16	21
	%	43.2	56.8
2. Take additional education courses	f	10	25
	%	28.6	71.4
3. Take computer courses	f	21	15
	%	58.3	41.7
4. Attend in-service	f	29	8
	%	78.4	21.6
5. Attend state and/or national conferences	f	24	13
	%	64.9	35.1
6. Join professional organizations	f	24	13
	%	64.9	35.1
7. Read or subscribe to professional literature	f	23	14
	%	62.2	37.8
8. Expand local area offerings	f	13	24
	%	35.1	64.9
9. Obtain supplementary teaching materials	f	29	9
	%	76.3	23.7
10. Produce supplemental teaching materials	f	19	18
	%	51.4	48.6
11. Increase language club activities	f	26	12
	%	68.4	31.6
12. Travel abroad	f	12	25
	%	32.4	67.6
13. Write articles for publication	f	2	34
	%	5.5	94.5

14. Other: Specify _____

Analysis and Commentary

These results are also gratifying and encouraging. For each of the thirteen activities listed, some respondents noted that they had been encouraged to consider or to increase their involvement in each activity, ranging from a high of 29 "yes" responses for obtaining supplementary teaching materials and for attending in-service activities to a low of two "yes" responses for writing articles for publication. Several other categories showed "yes" responses in the low to mid twenties. However, it should also be noted that some eight respondents from the combined categories left this section blank, perhaps perceiving that they had received no FLIC services.

Part V: Perceptions of Parties Involved in Project

The final section of this questionnaire asked respondents to indicate their perceptions of institutions and individuals involved in administering the grant and providing the several FLIC services studied previously. As reported previously, the subsequent series of tables presents the results from each of the three groups (Tables Eighteen through Twenty) and from the combined groups (Table Twenty-One), and the data reported include the frequency counts (f), frequency percentages (%), number of respondents for each item (n), mean response, and standard deviation (SD).

Table Eighteen

Part V Results: Workshop Participants Group

V. Please indicate your present perceptions of these parties as a result of your experience(s) with this project, according to this legend:

1 = much more negative
2 = somewhat more negative
3 = no change
4 = some more positive
5 = much more positive

			(circle)
1.	The Coordinating Board for Higher Education (the fundor)		1 2 3 4 5
		f	0 0 10 8 4
		%	45 36 18
	n = 22	mean = 3.73	SD = 0.77
2.	Southeast Missouri State University (the sponsoring institution)		1 2 3 4 5
		f	0 0 5 10 9
		%	21 42 37
	n = 24	mean = 4.17	SD = 0.76
3.	SEMO's Foreign Language Department		1 2 3 4 5
		f	0 0 6 11 8
		%	24 44 32
	n = 25	mean = 4.17	SD = 0.76
4.	SEMO's teacher education program		1 2 3 4 5
		f	0 0 11 12 2
		%	44 48 8
	n = 25	mean = 3.64	SD = 0.64
5.	The Project Director		1 2 3 4 5
		f	0 0 3 10 12
		%	12 40 48
	n = 25	mean = 4.36	SD = 0.70
6.	Lead teacher(s)/Workshop facilitator(s)		1 2 3 4 5
		f	0 0 5 10 9
		%	21 42 37
	n = 24	mean = 4.17	SD = 0.76

COMMENTS:

-I never thought anything for or against SEMO before this. I know that the University of Colorado at Boulder has a Social Studies Consortium and found that great when I taught Social Studies. I think it's great that someone is taking the lead in this area and feel that it will be beneficial for Foreign Language teachers and the sponsoring institution. Drury has created its center for "gifted education" within the state and that's who people contact when they are interested in that area. Foreign Language instruction has a bright future and whichever institution grabs this as a centerpiece and promotes it should gain a lot of publicity.

Workshop Participants' Comments: continued from page 28

-I didn't want to put "no change" for #5 & 6; I already had a positive attitude in that area, but "no change" sounded a bit negative to me.
-Somehow I felt that marking "more positive" (#'s 5 & 6) implied negativism at first and I have always been impressed by the PD's professionalism, enthusiasm, and willingness to be of service!
-I believe that because of this addition, the university has improved vastly!
-RE #5 - I always knew you were a go-getter and hard worker! #4 - still no offerings for master's graduate degree in foreign languages.
-I apologize for sounding so negative about the services you offer. I feel (and I think I speak for the department) stretched with activities within the District that any further involvement rather than stimulating me, saddles me with mixed feelings, somewhere between guilt and frustration.

Table Nineteen

Part V Results: Random Sample Group

V. Please indicate your present perceptions of these parties as a result of your experience(s) with this project, according to this legend:

1 = much more negative
2 = somewhat more negative
3 = no change
4 = some more positive
5 = much more positive

			(circle) 1	2	3	4	5
1. The Coordinating Board for Higher Education (the fundor)		f	0	0	5	4	1
		%			50	40	10
	n = 10	mean = 3.60			SD = 0.70		
2. Southeast Missouri State University (the sponsoring institution)			1	2	3	4	5
		f	0	0	2	7	3
		%			17	58	25
	n = 12	mean = 4.08			SD = 0.67		
3. SEMO's Foreign Language Department			1	2	3	4	5
		f	0	0	3	6	3
		%			25	50	25
	n = 12	mean = 4.00			SD = 0.74		
4. SEMO's teacher education program			1	2	3	4	5
		f	0	0	4	4	3
		%			36	36	27
	n = 11	mean = 3.91			SD = 0.83		
5. The Project Director			1	2	3	4	5
		f	0	0	4	6	2
		%			33	50	17
	n = 12	mean = 3.83			SD = 0.72		
6. Lead teacher(s)/Workshop facilitator(s)			1	2	3	4	5
		f	0	0	5	2	3
		%			50	20	30
	n = 10	mean = 3.80			SD = 0.92		

COMMENTS:
-This fall I had a student teacher from SEMO - Jennifer Hill. Conversations with her as well as with Sue Berger Patrick who teaches Spanish in my school district have helped increase my awareness of the SEMO program. I'm glad someone is keeping us informed about FL activities/workshops/new ideas. I hope your activities/program can continue.

Table Twenty

Part V Results: Consortium Members Group

V. Please indicate your present perceptions of these parties as a result of your experience(s) with this project, according to this legend:

1 = much more negative
2 = somewhat more negative
3 = no change
4 = some more positive
5 = much more positive

			(circle)
1.	The Coordinating Board for Higher Education (the fundor)		1 2 3 4 5
		f	0 0 1 3 1
		%	20 60 20
	n = 5	mean = 4.00	SD = 0.71
2.	Southeast Missouri State University (the sponsoring institution)		1 2 3 4 5
		f	0 0 1 3 1
		%	20 60 20
	n = 5	mean = 4.00	SD = 0.71
3.	SEMO's Foreign Language Department		1 2 3 4 5
		f	0 0 1 2 2
		%	20 40 40
	n = 5	mean = 4.20	SD = 0.84
4.	SEMO's teacher education program		1 2 3 4 5
		f	0 0 2 1 2
		%	40 20 40
	n = 5	mean = 4.00	SD = 1.00
5.	The Project Director		1 2 3 4 5
		f	0 0 1 1 3
		%	20 20 60
	n = 5	mean = 4.40	SD = 0.89
6.	Lead teacher(s)/Workshop facilitator(s)		1 2 3 4 5
		f	0 0 0 4 1
		%	80 20
	n = 5	mean = 4.20	SD = 0.45

Table Twenty-One

Part V Results: Combined Groups

V. Please indicate your present perceptions of these parties as a result of your experience(s) with this project, according to this legend:

1 = much more negative
2 = somewhat more negative
3 = no change
4 = some more positive
5 = much more positive

			(circle)
1.	The Coordinating Board for Higher Education (the fundor)		1 2 3 4 5
		f	0 0 16 15 6
		%	43 41 16
	n = 37	mean = 3.73	SD = 0.73
2.	Southeast Missouri State University (the sponsoring institution)		1 2 3 4 5
		f	0 0 8 20 13
		%	19 49 32
	n = 41	mean = 4.12	SD = 0.71
3.	SEMO's Foreign Language Department		1 2 3 4 5
		f	0 0 10 19 13
		%	24 45 31
	n = 42	mean = 4.07	SD = 0.75
4.	SEMO's teacher education program		1 2 3 4 5
		f	0 0 17 17 7
		%	42 42 17
	n = 41	mean = 3.76	SD = 0.73
5.	The Project Director		1 2 3 4 5
		f	0 0 8 17 17
		%	19 41 41
	n = 42	mean = 4.21	SD = 0.75
6.	Lead teacher(s)/Workshop facilitator(s)		1 2 3 4 5
		f	0 0 10 16 13
		%	26 41 33
	n = 39	mean = 4.08	SD = 0.77

Analysis and Commentary

The legend to which the respondents were to respond in this section in actuality asked for both (1) the change of perception and (2) the relative strength of that change. Comments in several of the tables reveal that some respondents were reluctant to note that now they viewed some parties more positively because their previously positive perceptions had not changed, rather had been reconfirmed, yet they were equally reluctant to indicate the neutral "no change" because to them it seemed more negative than they wished to seem. This dilemma had not presented itself in our piloting of the questionnaire.

However, it is gratifying and encouraging to examine the results. All parties were perceived positively, some exceptionally so. No party under question received even one negative response. It seems safe to conclude from these results that, as far as the perceptions of these respondents are concerned, the Project was most successful.

Additional, Optional Commentary

Respondents had ample opportunity throughout the questionnaire to make comments about specific sections and/or items. Additionally, at the end of the instrument, another section was provided for "OPTIONAL Commentary". Respondents had been advised in the questionnaire cover letter (Appendix C) that any comments they had were welcomed and encouraged but by no means required. Several

respondents from each group took advantage of this final opportunity to make comments, and their statements provide further insight into the effects the Project had on their professional activities. The final comments section was divided into four "categories": (1) commendations, (2) areas in need of improvement, (3) recommendations, and (4) other comments. Respondents' statements are reproduced here in their entirety and unedited, presented by respondent group.

Optional Commentary: Workshop Participants Group

1. Commendations:

-Great to keep in contact with other teachers and to study with them.
-The services provided by FLIC were excellent and well received by teachers all across the area. For me the information put out by FLIC was the most valuable - who in the area to contact for foreign language information.
-The Clearinghouse materials collection has proved a valuable resource when considering new textbooks or other materials. I hope that the materials are kept up to date, so they will continue to be useful.
-Although workshops are over and the project if officially finished, we have the resource materials, and also our valuable personal exchanges of ideas and information available to us at any time.
-I think there is a good amount of potential for FLIC, however I am not completely aware of what is available at this time.

2. Areas in need of improvement:

-More money to do this again.
-Please continue to inform us of the availability of information - what you have, where we obtain it, etc.

3. Recommendations:

-More money to do this again.
-Keep it funded and continue!
-They should have given you $ for this year, too!

-I would like a workshop at Jefferson College to familiarize us with software that is available for first or second year Spanish. We will be setting up a computer lab and I'd like to use it with appropriate software.

4. Other comments:

-We need a Spanish movies series similar to the German series that Dr. Garcia has up in Kansas City - this would be a big promotion.
-Thanks for the good job you did with this.

Optional Commentary: Random Sample Group

1. Commendations:

-Keep the newsletter coming!
-for sharing highlights and contents of workshops - enabling absentees to still benefit.

2. Areas in need of improvement:

3. Recommendations:

-Better stock your library of foreign language materials.

4. Other comments:

-Project probably does not affect or apply to Private schools as much as public nor to my subject (Russian) as much as to more commonly taught languages.

Optional Commentary: Consortium Members Group

1. Commendations:

-Dr. Book has performed exemplary service to area schools' Foreign Language Departments.

2. Areas in need of improvement:

-More time necessary for more and better services (communication)

3. Recommendations:

-Would like to receive updated bibliography of Clearinghouse materials.

4. Other comments:

FLIC Materials Collection Users

Feedback Questionnaire

In addition to the data reported above, the Project Director sought to collect data on the perceived value among Clearinghouse patrons of the instructional materials collected during the course of the Project. These materials have been catalogued and are housed in and circulated by the sponsoring institution's Kent Library. Specifically, the materials are part of the library's Instructional Materials (IM) Center, a significant collection of instructional materials used in elementary and secondary schools in all school disciplines. The IM Center is open to the public whenever the library is open, including weekends, and a microcomputer laboratory, with both Apple and IBM hardware, is adjacent. This arrangement seems very beneficial to all parties concerned and is especially convenient to Clearinghouse patrons.

The initial report of this Project to the funding agency detailed the logistical problems in establishing the permanent FLIC materials collection in the IM Center and need not be repeated here. However, because the collection has been housed on open shelving in one comparatively small section of the newly remodeled and expanded IM Center, it has proved very difficult to know who has examined materials on the shelves. Nonetheless, IM Center records show who has checked FLIC materials out of the Center, and additionally, the Project Director has learned of individuals who had

indicated, either by (1) personal communication or (2) their responses on the summary feedback questionnaire, that they had visited the FLIC materials collection. These individuals (n = 13) were mailed the "FLIC Materials Collection User Questionnaire" reproduced in Appendix B. Those individuals who, when contacted in January, 1987, by phone, indicated they had not been to Cape Girardeau to the FLIC materials collection were not included in this survey.

Of the 13 questionnaires mailed, 11 reponses were received (rate of return = 84.6%). In the cover letter for this questionnaire (Appendix D), respondents were given the opportunity to indicate that they had not yet been to the IM Center to examine the materials collection. Some seven of the 11 respondents indicated as much and returned the cover letter as instructed. Four affirmative responses were received, and the tallied data are reported in Table Twenty-Two on the following pages. Several statistics are reported, including the number of respondents for each item (n) the frequency count (f), the frequency percentage (%), the mean response, and the standard deviation (SD). Some discrepancies exist among and between totals since some respondents did not complete some items. The optional comments of some respondents are also reproduced here.

Table Twenty-Two

FLIC Materials Collection User Questionnaire Results

Part I

Name (Mr./Ms./Dr.)_____

School/Organization_____

Address_____

Position (check) ___ teacher f = 3, % = 100.0 ___ student

___ administrator ___ other_____

Language(s) of Interest: Spanish (n = 1); French (n = 3)

Check which type materials

(a) you examined	(b) you checked out
___ basal text series f = 2	___ basal text series f = 1
___ supplemental readers f = 1	___ supplemental readers
___ culture information f = 1	___ culture information
___ tapes f = 1	___ tapes
___ pedagogy	___ pedagogy
___ computer software f = 2	___ computer software

Table Twenty-Two

*FLIC Materials Collection User Questionnaire Results

Part II

Answer each question below according to the following legend.

0 = no contact; not applicable
1 = not at all
2 = only a little
3 = somewhat
4 = considerable
5 = extremely

									(circle)
1.	How helpful was the Clearinghouse Director?		0	1	2	3	4	5	
		f	0	0	0	0	2	1	
		%					67	33	
	n = 3	mean = 4.33					SD = 0.58		
2.	How helpful was the IM Center Staff?		0	1	2	3	4	5	
		f	0	0	0	0	1	2	
		%					33	67	
	n = 3	mean = 4.67					SD = 0.58		
3.	How helpful has the materials collection been for you today?		0	1	2	3	4	5	
		f	0	0	0	0	2	1	
		%					67	33	
	n = 3	mean = 4.33					SD = 0.58		
4.	How comprehensive is the materials collection in your opinion?		0	1	2	3	4	5	
		f	0	0	0	0	2	1	
		%					67	33	
	n = 3	mean = 4.33					SD = 0.58		
5.	How convenient is the collection for you?		0	1	2	3	4	5	
		f	0	0	0	0	1	1	
		%					50	50	
	n = 2	mean = 4.50					SD = 0.71		
6.	How well organized is the collection?		0	1	2	3	4	5	
		f	0	0	0	0	1	2	
		%					33	67	
	n = 3	mean = 4.67					SD = 0.58		
7.	How useful do you think the collection will be for you in the future?		0	1	2	3	4	5	
		f	0	0	0	0	1	2	
		%					33	67	
	n = 3	mean = 4.67					SD = 0.58		

OPTIONAL COMMENTS:

-This collection of materials provides a wealth of enrichment materials; it allows no cost, easy access to texts when looking for new class materials; it saves much letter writing and calls from salespeople when considering new materials. Good job, Leon!

-#5 - I don't get to Cape that often, but I feel secure in knowing your facility is available to me at my convenience. Thank you.

-A nice job which makes the job much easier for the teachers of the area.

Analysis and Commentary

These results confirm previous feedback from Project patrons that the availablility of this extensive foreign language materials collection is very much appreciated by those for whom it is intended. Especially encouraging is the one comment above from the respondent who found using the collection was more efficient and much more convenient and expedient than contacting individual publishers. Also worthy of note here is the comment from one anonymous respondent to the summative feedback questionnaire reported previously who noted that she/he had come to Cape Girardeau in July of 1986 specifically to examine materials in the FLIC collection. Since the IM Center was still being remodeled at that time, it is not surprising that this particular respondent experienced difficulty in finding the collection. It is unfortunate that she/he did not try to contact the Project Director during that visit: he would gladly have made available those materials collected up to that point (they were being stored temporarily in the Project office). Yet, even in this admittedly distressing anecdote, one may note that some teachers are indeed willing to come to Cape Girardeau to take advantage of the FLIC materials collection.

It is also noteworthy that, through the cooperation of the Kent Library Director, Dr. James Zink, and the Director of the IM Center, Mrs. Paulette Cotner, steps have been taken to ensure that future FLIC patrons who stop by the IM

Center to examine materials (or even just to browse) are encouraged to complete the materials user questionnaire. A supply of the questionnaires is readily available, and an attractive, eye-catching sign has been posted at the site of the collection asking all materials users to complete the questionnaire. Further, the Project Director received a request from the University of Missouri-Columbia to borrow many of the software packages in the collection for a summer workshop there. From all these indications, it seems likely, then, that the collection, underutilized as of this writing, will be used significantly by undergraduate and graduate students, by in-service teachers and their administrators, and others in the future.

Summary and Conclusions

The two surveys that served as a basis for this support were designed to collect two types of summative feedback information from Clearinghouse patrons: (1) data indicating the effects of the Project on those educators who were served by any of several Project activities, and (2) the perceived value among Clearinghouse patrons of the instructional materials collection now housed in SEMO's Kent Library. The results reported herein seem to indicate overwhelmingly that, in both cases, the individuals served by the Project both value and appreciate the services they have received. Indeed, many respondents to the surveys expressed the hope that present services will continue and expand.

Successes notwithstanding, however, it seems equally clear that more work can and needs to be done. There have been repeated calls for the FLIC Newsletter to continue, and others have requested additional in-service workshops, especially related to computer-assisted instruction. Respondents further suggested that the Clearinghouse materials collection be expanded and that patrons be given proper notice of the new items placed therein. Overall, however, it seems safe to conclude that this Project has been very successful and that monies invested in the Project by the fundor and by the sponsoring institution were very wisely invested.

APPENDIX A

Summative Feedback Questionnaire

N.B. The original questionnaire was prepared on 14-inch paper and has been reduced to 11-inch paper for inclusion here. Questionnaires were color-coded to identify respondent group: blue for the workshop participants group, pink for random sample group, and white for the consortium members group. Returned questionnaires are available for review by contacting the Project Director.

I. Please check all FLIC-sponsored services you received, and rate the impact and/or usefulness each service received had for you as an individual, according to the legend below. Note: Please rate only those services which you received. Comments are welcomed but optional.

1 = considerable negative effect
2 = some negative effect
3 = no effect
4 = some possible effect
5 = considerable possible effect

	Service received? No	Yes		(circle)
1. FLIC Newsletters	___	___	rating	1 2 3 4 5
2. "Demographic" survey	___	___	rating	1 2 3 4 5
3. Clearinghouse materials collection	___	___	rating	1 2 3 4 5
4. Local in-service workshop(s)	___	___	rating	1 2 3 4 5
5. Credit-bearing workshop at SEMO	___	___	rating	1 2 3 4 5
6. Correspondence (phone or mail) with Project Director	___	___	rating	1 2 3 4 5

COMMENTS:

II. Rate your perceptions of the potential impact/usefulness of the following FLIC-sponsored activities, according to the following legend, regardless of whether or not you personally received a given service.

1 = very negative
2 = somewhat negative
3 = no impact; neutral
4 = somewhat positive
5 = very positive

	(circle)
1. FLIC Newsletter	1 2 3 4 5
2. "Demographic" survey	1 2 3 4 5
3. Clearinghouse materials collection	1 2 3 4 5
4. Local in-servicd workshop(s)	1 2 3 4 5
5. Credit-bearing workshop at SEMO	1 2 3 4 5
6. Correspondence (phone or mail) with Project Director	1 2 3 4 5

COMMENTS:

III. Rate the effect FLIC-sponsored services have had on these areas of professional development, according to the following legend. Note: If you received no FLIC services (see Pt. I), leave this section blank.

1 = considerable negative effect
2 = some negative
3 = no effect
4 = some positive effect
5 = considerable possible effect

	(circle)
1. Classroom performance	1 2 3 4 5
2. Efficiency of classroom preparation	1 2 3 4 5
3. Knowledge of methods and techniques	1 2 3 4 5
4. Awareness of/acquaintanceship w/ other professionals	1 2 3 4 5
5. Target language skills	1 2 3 4 5
6. Knowledge awareness of sources of professional information	1 2 3 4 5
7. Knowledge awareness of instructional materials	1 2 3 4 5

COMMENTS:

IV. Please indicate whether or not the FLIC services you received have motivated and/or encouraged you to consider (or to increase) your involvement in the following professional activities. Note: If you received no FLIC services (see Pt. I), leave this section blank.

	Yes	No
1. Take additional language courses	___	___
2. Take additional education courses	___	___
3. Take computer courses	___	___
4. Attend in-service workshops	___	___
5. Attend state and/or national conferences	___	___
6. Join professional organizations	___	___
7. Read or subscribe to professional literature	___	___
8. Expand local area offerings	___	___
9. Obtain supplementary teaching materials	___	___
10. Produce supplemental teaching materials	___	___
11. Increase language class activities	___	___
12. Travel abroad	___	___
13. Write articles for publication	___	___
14. Other: Specify_____		

COMMENTS:

V. Please indicate your present perceptions of these parties as a result of your experience(s) with this project, according to this legend:

1 = much more negative
2 = somewhat more negative
3 = no change
4 = somewhat more positive
5 = much more positive

	(circle)
1. The Coordinating Board for Higher Education (the fundor)	1 2 3 4 5
2. Southeast Missouri State University (the sponsoring institution)	1 2 3 4 5
3. SEMO's Foreign Language Department	1 2 3 4 5
4. SEMO's teacher education program	1 2 3 4 5
5. The Project Director	1 2 3 4 5
6. Lead teacher(s)/Workshop facilitator(s)	1 2 3 4 5

COMMENTS:

OPTIONAL Commentary:

1. Commendations:

2. Areas in need of improvement:

3. Recommendations:

4. Other comments:

APPENDIX B

FLIC Materials User Questionnaire

N.B. The original questionnaire was prepared on 14-inch paper and has been reduced to 11-inch paper for inclusion here. The questionnaire has been printed on goldenrod-colored paper for easy identification and to help browsers of the FLIC materials in SEMO's Kent Library find, complete, and return the questionnaire as requested. Previously returned questionnaires are available for review by contacting the Project Director.

FLIC MATERIALS COLLECTION USER QUESTIONNAIRE

Date_____

Name (Mr./Ms./Dr.)_____

School/Organization_____

Address_____

Position (check) ___ teacher ___ student

___ administrator ___ other_____

Language(s) of Interest_____

Check which type materials

(a) you examined

___ basal text series

___ supplemental readers

___ culture information

___ tapes

___ pedagogy

___ computer software

(b) you checked out

___ basal text series

___ supplemental readers

___ culture information

___ tapes

___ pedagogy

___ computer software

Answer each question below according to the following legend.

0 = no contact; not applicable

1 = not at all

2 = only a little

3 = somewhat

4 = considerably

5 = extremely

	(circle)
1. How helpful was the Clearinghouse Director?	0 1 2 3 4 5
2. How helpful was the IM Center Staff?	0 1 2 3 4 5
3. How helpful has the materials collection been for you today?	0 1 2 3 4 5
4. How comprehensive is the materials collection in your opinion?	0 1 2 3 4 5
5. How convenient is the collection for you?	0 1 2 3 4 5
6. How well organized is the collection?	0 1 2 3 4 5
7. How useful do you think the collection will be for you in the future?	0 1 2 3 4 5

OPTIONAL COMMENTS:

APPENDIX C

Summative Feedback Questionnaire

Cover Letter

SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701
(314) 651-2000

January 12, 1987

Dear Collegue:

In order to finish the Final Report for our grant-supported Foreign Language Information Clearinghouse (FLIC) Project, we need your "summative" feedback on the services provided to you. To that end, we request you complete the enclosed questionnaire and return it in the enclosed envelope.

You will need only five to minutes to complete the questionnaire. The feedback you will provide is crucial to an objective, comprehensive evaluation of the Project. Time is of the essence (as always!), so we ask that you complete this task before Friday, January 30, 1987.

Thank you in advance for your prompt cooperation, and if we can ever be of service to you, do not hesitate to contact us.

Gratefully,

Leon Book

Leon Book, Director

Enclosure: Questionnaire
SASE

APPENDIX D

FLIC Materials User Questionnaire

Cover Letter

N.B. The original questionnaire was prepared on 14-inch paper and has been reduced to 11-inch paper for inclusion here. The questionnaire has been printed on goldenrod-colored paper for easy identification and to help browsers of the FLIC materials in SEMO's Kent Library find, complete, and return the as requested. Returned questionnaires are available for review by contacting the Project Director.

SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701
(314) 651-2000

Foreign Language Information Clearinghouse
January 26, 1987

Foreign Language Teacher' Name
School Name
School Address
City, MO zip code

Dear (Teacher's Name):

The fundor for our Clearinghouse project here, the Coordinating Board for Higher Education, has asked us to collect some information about the instructional materials we have collected here on campus in our Kent Library. To that end, please find enclosed a brief, one-page questionnaire that seeks feedback from users of the materials collection.

Would you be so kind as to take the minute or two necessary to complete this brief form and return it to me? I have enclosed a pre-paid envelope for your convenience. Feel free to give only the approximate date(s) of your visit, and comments are welcomed but optional.

If you have not yet visited the FLIC materials collection in Kent Library, please initial the box below, and return this letter and the blank questionnaire to me.

As you might guess, time is somewhat short in this matter, so a prompt response will be most appreciated. Thank you sincerely for your cooperation, and if I can ever be of service, do not hesitate to contact me.

Gratefully,

Leon Book

Leon Book, Director

Enclosure: questionnaire, SASE

_____ Sorry, I have not yet been to Cape to visit the FLIC materials collection.

_____
(Initial here, please)